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ABSTRACT

A training model called Microville was used in a workshop to acquaint community leaders with the basic decision-making processes and interests involved in coordinated program development and implementation for adult education, training and employment. Microville consumed the first day and one-half of the workshop schedule; the last three and one-half days of the workshop were devoted to community-wide planning and coordinating of adult education, training and employment. Part I of the report discusses the planning of the workshop, and Part II discusses the activities of the workshop. Four exhibits present the following: Microville, Workshop Schedule, Workshop Letter of Invitation, and Workshop Publicity. (DB)

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REPORT ON . . .

COMMUNITY PLANNING

FOR ADULT TRAINING, EDUCATION AND EMPLOYMENT

A Combined-Agency Workshop sponsored by
Utah State Board of Education
Adult Education Section
Division of Adult Education & Training

1

AC012 604

COMBINED AGENCY WORKSHOP
Cedar City, Utah
June 21-25, 1971

SUMMARY REPORT

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PART I

INTRODUCTION

Early in March 1971, Dr. Brent Gubler, Coordinator for the General Adult Education Section, Utah State Board of Education, began consideration of a workshop that would bring together various agencies for the purpose of coordinating their activities. These activities are those of adult training, education and employment.

To accomplish the above coordination objective, a member of Dr. Gubler's staff recommended the utilization of a training model called Microville.[1] Microville forms the nucleus of a federally funded project called Communi-Link. Communi-Link is under the auspices of Colorado State University and is directed by Dr. James Kincaid. This project is active in nine mountain-plains states; and these states, with the assistance of Dr. Kincaid and his staff, are providing leadership for two pilot communities within each state to develop community-wide planning in adult education and training.

The Microville model is a simulation-game designed for the purpose of training individuals in the processes of developing coordinated community-wide programs in adult education. More specifically, the purpose of the Microville simulation-game is to acquaint community leaders with the basic decision making processes and interests involved in coordinated program development and implementation.

[1] John C. Snider and Wayne L Schroeder, Microville, Florida State University, July, 1970. See Exhibit A.

A rough draft of the proposed workshop was presented at an initial meeting of representatives of the Utah Department of Employment Security, Utah Department of Social Services, Utah Manpower Planning Council and the Utah Board of Education. Several suggestions and changes were made at that meeting; however, all agencies expressed general support for the need of a combined agency workshop in the area of adult education, training and employment. During subsequent meetings the proposal was further refined and firmly supported by the top administrators of the agencies involved.

Southern Utah State College at Cedar City, Utah, was selected as the host site for the workshop. It was determined by the combined agency planning committee that June 21-25, 1971 was the best possible date for getting maximum attendance by those to be invited.

Upon invitation, Dr. James Kincaid of Colorado State University agreed to supply the necessary staff expertise for the utilization of Microville in launching the processes for developing coordinated community adult education, training and employment plans and programs.

It was planned that Microville would consume the first day and one-half of the workshop schedule. The last three and one-half days of the workshop were devoted to community-wide planning and coordinating of adult education, training and employment. Supervisory and program individuals from the agencies involved at the workshop represented the following communities/areas: Provo River, Bear River, Uintah Basin, Carbon County, Salt Lake City, South Central Utah, Washington and Iron Counties, Weber River and San Juan County.

Early in June, 1971, a workshop statement of commitment and intent was prepared and signed by or for the chief administrators of the agencies

to be involved in the workshop. Following is the text of the statement:

During the past two months, the following agencies have planned a combined agency workshop to be conducted at Southern Utah State College, Cedar City, Utah, during the week of June 21-25, 1971.

The main assumption underlying this workshop is that coordinated planning and programming for adult training, education and employment is required. Therefore, the leadership of these agencies have agreed to support the development of coordinated action plans at both the state and local levels in the following manner:

1. Development at the June 21-25, 1971, workshop coordinated adult training, education and employment implementation plans (area) which will form the nuclei for follow-up workshops. These follow-up area workshops will be conducted periodically for the purpose of establishing a viable local planning and implementation mechanism.

2. Each agency will designate and assign personnel with responsibility, time and resources to provide leadership on a multi-agency team which will conduct follow-up area planning workshops periodically throughout the year.

3. The above multi-agency team is charged to work with the local agency/community personnel to assume the development of coordinated local plans. These area plans will form the nuclei for the formulation of coordinated state agency plans and the allocation of state agency resources.

Walter L. Talbot (signed)
Utah State Board of Education

Edgar M. Denny (signed)
Department of Employment Security

Richard P. Lindsay (signed)
Department of Social Services

Kent Olsen (signed)
Utah Manpower Planning Council

This statement of commitment and intent was included with the final draft of the workshop schedule[2] and a letter of invitation[3] for the workshop was mailed to supervisory and program individuals from each of the

[2]See Exhibit B

[3]See Exhibit C

participating agencies and/or institutions. The individuals by agency and/or institution who attended the workshop were:

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Southern Utah State College representatives arranged for the workshop participants to use some of their newest facilities. Several members of the Combined Agency Workshop Planning Committee arrived at the college several days in advance to assist the Colorado State University team in making the necessary preparations for the Microville activity.

MICROVILLE

"Welcome to Microville"

Following opening remarks and introductions on Monday morning, June 21, 1971, the workshop was initiated with the Microville component. The first cycle of activity in the Microville simulation process was to randomly assign workshop participants into twelve groups of eight persons each. The next step in cycle one was to assign each individual a new professional role. Each person individually read and studied the functions of his new role. Having completed this, each individual discussed these functions with the other members of his group. Each group of eight was charged to represent a Microville Adult Education Council as appointed by the mayor of Microville.

Developing a Philosophy For Community-Wide Programming For Adult Education

After becoming acquainted with the role and functions of each individual on the Microville Council, the group was given a responsibility to develop a council philosophy of adult education upon which they could evolve further plans.

The Microville Councils were individually identified as follows: 1-A, 2-A, 3-A, 4-A, 5-A, 6-A, 1-B, 2-B, 3-B, 4-B, 5-B, and 6-B. The adult education philosophies developed by the Microville Councils are listed below:

PHILOSOPHY
MICROVILLE COUNCIL 1-A

The adult education council of Microville has been organized to bring together the resources of the community to provide a wide range of basic and vocational education, plus avocational and recreational programs for the adult community.

The purpose will be to provide economic, academic and cultural advantages to the people of our community, regardless of national origin, religion creed, or color.

PHILOSOPHY
MICROVILLE COUNCIL 2-A

To identify and provide life-long educational opportunities for adults to improve skills, knowledges, and abilities by offering a wide range of learning experiences to assure that all individuals have the opportunity to reach his maximum potential on the job, in the home, and in the community.

PHILOSOPHY
MICROVILLE COUNCIL 3-A

The purpose of continuing education is to help the individual to realize his potential to function effectively and efficiently in society.

The purpose of adult education is to furnish programs for those members of the community who can benefit--whether they be academic classes, work experiences, social gatherings, or skills to meet the needs of the individual and the community.

The importance of communication, cooperation, and coordination of the total community is recognized.

PHILOSOPHY
MICROVILLE COUNCIL 4-A

To improve the quality of the community and the life of the individual members by providing educational opportunities as needed, and through a better, more complete and extensive use of existing facilities, agencies, and community participation.

PHILOSOPHY
MICROVILLE COUNCIL 5-A

We as community leaders meeting for a common purpose and to establish adult educational opportunities with freedom of choice and participation, acknowledging the dignity and worth of the individual that through the acquisition of skills and experience, through self-development gain the capability to live to the fullest extent of their potentiality, subscribe to and adopt this philosophy.

PHILOSOPHY
MICROVILLE COUNCIL 6-A

Who are Adults - Anyone 18 and over, is a high school graduate, or a high school drop out will be considered an adult.

Is Adult Education Necessary - Yes, it should be a continual growth throughout everybody's life.

Goal for Adult Education - To provide continuing opportunities for whatever education needs individuals may have, following his formal public school education, as it relates to the individual within the community.

We believe in the maximum use of resources.

We believe Adult Education should fulfill the needs of persons outside the system now and those who are being served inappropriately within the system.

PHILOSOPHY
MICROVILLE COUNCIL 1-B

We who are privileged to live in a free and democratic society are duly responsible to utilize the many opportunities afforded us to broaden our life in a most meaningful way.

No individual is immune from the need of seeking greater and more meaninfgul vocational skills as well as to grow culturally and spirtually.

A well organized and coordinated Adult Education Program can offer many of the opportunities as necessary in living a well-rounded life. Such a program should be broad in nature and include offerings in basic education, leisure time, and social experiences.

All ages and cultural and ethnic groups should receive the attention that they individually need and in which they are personally interested. Generally, however, such programs would be adopted for those beyond the high school age.

Adult Education Programs should also offer the personal assistance that comes through professional counseling and community services.

All community agencies and citizens in general be encouraged to utilize their own facilities and leadership skills in a coordinated program for the betterment of everyone so interested.

PHILOSOPHY
MICROVILLE COUNCIL 2-B

By law, public education is provided for our youth and young adults up to the age of 21 years. Adult Education should provide for all adults beyond high school completion. Basic Education should be provided for all adults who have not met the requirements for high school graduation.

The purpose of Adult Education is to provide the opportunities for life-long education of the whole man.

The aims and goals of Adult Education should be as follows:

1. Self-realization
2. Civic responsibility
3. Economize efficiency
4. Human relationships

The goals of adult education is to reach the needs of the entire community. The cultural, educational, social, and recreational needs should be provided each individual regardless of race, social, economic status, and creed. Each individual should have the opportunities to reach the ultimate of his potentialities.

These goals may only be accomplished through the cooperation, communication, and coordination of all resources in the total community.

PHILOSOPHY
MICROVILLE COUNCIL 3-B

Adult Education should provide that:

All community residents shall have available to them, as individuals, all adult education opportunities to fulfill their wants and needs to the level that human and physical resources will permit.

1. Determination of wants and needs shall involve those individuals concerned.

2. Adult Education shall be available to all "out of school" individuals. (Those not attending regular public day school programs).

PHILOSOPHY
MICROVILLE COUNCIL 4-B

1. Adult Education, given limited individual and community resources, should try to provide every adult with opportunities to achieve his potential for a meaningful vocation, community life, community contribution, and individual aspiration.

Vocational, culture, recreational, athletic, and health wants and needs must be included.

2. The problem of individual and group apathy to needs which affect the entire community must be recognized and coped with.

3. A coordinated program is needed. Duplication of services must be avoided and voids in service need to be filled. It should be provided by those institutions best equipped, staffed, and located.

4. Adult education should have a role in bringing about change, consistent with the wishes and needs of those affected.

This is best done by providing universal information, opportunities, insights and skill.

PHILOSOPHY
MICROVILLE COUNCIL 5-B

The attempting or striving for the maximization of the individual in all levels or areas of functioning successfully in society.

To achieve this goal it is felt that the programs should be provided by overall community coordination. This will require a special approach in that many of the philosophical ideas now in practice will need (constant) re-evaluation.

Adult Education could be the catalyst in starting this re-evaluation of some of these philosophies. Communication, cooperation and coordination among the participating agencies will be of utmost importance to the success of the program. The self-desired wants and needs of the participants will necessarily be of primary importance. The adult education programs meet and must be relevant to the social and economic desires of the individual.

PHILOSOPHY
MICROVILLE COUNCIL 6-B

It is evident that people beyond the reach of the public schools have needs which should be met in programs of continuing education.

Programs must be designed for individuals to gain basic vocational skills which have built-in opportunities for up-grading to insure continuing employability. It is necessary that activities which help them to grow in self-enhancement through wise use of leisure time. This would imply that there would be breadth and width in these programs sufficient to help people gain interest and skills to carry on throughout their lives.

Agencies of society must help identify the needs of individuals and encourage them to seek training to meet their needs. Needs of the individuals must be coordinated with the needs of society.

Resources of the community need to be identified and made functionally productive in adult education programs.

It shall be the function of the Adult Education Council to develop cooperation and coordination among various agencies of the community.

Developing A Strategy For Identifying Wants and Needs and Developing A Criterion System For Assigning Priorities

The next cycle was to prepare a strategy for identifying wants and needs of Microville. These wants and needs were sampled by obtaining information cards from the simulation Microville B o a r d through the process of rolling dice. After a sufficient number of information cards were procured, the wants and needs of Microville were identified. 'As the wants and needs of Microville were identified, the council developed a criterion system for assigning priorities to these wants and needs. The results of the twelve councils' work on this task of the Microville exercise are as follows:

STRATEGY
MICROVILLE COUNCIL 1-A

Collect, review and interpret population data from members of the Council, then from Employment Security, government agencies, and schools.

Solicit support from press, T.V. , Class groups, labor, factory and business who are not already represented on the board.

Determine if finds, space, volunteer supplies, or labor is available.

A. On basis of available data, determine needs consistent with funds, population density and space.

STRATEGY
MICROVILLE COUNCIL 2-A

Strategy for surveying Microville wants and needs to go to the following organizations and agencies by these priorities:

1. Slums and lower-middle class areas
2. Government Agencies
3. Board of Education and Schools
4. Church Organizations
5. Middle and Upper Class Areas
6. Industry
7. Labor Unions
8. Radio and Newspapers

Information Needed From the Above Contacts

1. Statistics and Information on:

   a. Poverty
   b. Unemployment
   c. Minorities
   d. Delinquency and Crime
   e. Jobs available or jobs deficiency
   f. Health problems, Diseases, Nutrition
   g. Training needs

STRATEGY
MICROVILLE COUNCIL 3-A

Microville's Needs and Wants

I. Where do we get the info?

   a. Social Agencies
   b. Door-to-door sample of universe
   c. Census
   d. Schools
   e. Industry
   f. Civic Meetings

II. What do we ask?

   a. Ask industry - what skills are needed?
   b. Ask worker - how can he improve his skills? or what different skills does he want?
   c. Get vocational profile
   d. Get recreational profile
   e. Get social profile
   f. Get educational profile

III. Use all input and develop questionnaire to be given in person-to-person interviews.

Type of questions:
a. Where are our shortage skills? -- E.S.
b. What is the educational background of:
   1. unemployed? -- E.S.
   2. Employed?
   3. Job entrants? -- School
c. What training is now available? -- School
d. What does industry need? -- Industry meetings
e. Can our system be altered to meet needs? -- School
f. What additions should be investigated? -- School Board
g. What does employee organizations feel is needed? -- Labor Unions

STRATEGY
MICROVILLE COUNCIL 4-A

1. Sources of information
   a. Health Department
   b. USES
   c. Local Schools
   d. Family Services
   e. Law Enforcement
   f. Community Action
   g. City government

2. Questions asked
   a. What are the community needs as you see them?
   b. Are you interested in helping us?
   c. List difficulites encountered in providing services.
   d. How might you help us in developing a community plan?

STRATEGY
MICROVILLE COUNCIL 5-A

1. Review of available information from existing agencies - contact employment security, factories, business, labor union, churches, Health Dept., family services, Board of Education, High School, existing studies available through census, Universities, extension services.

2. Need data on basic demographic facts, sex, age, grade completed, employment, etc. Description of employment skills needed in community. Recreational interest and specific interest of individuals and group.

STRATEGY
MICROVILLE COUNCIL 6-A

Strategy to learn about <u>unfelt</u> need.
1. Survey community for needs.
   a. Develop questionnaire and interview employers and potential employers as to personnel needed to support their business and industry.
   b. Contact Employment office, welfare, educational labor unions or Kelab., churches, etc.
   c. Check on census statistics regarding families' size, income, etc.
   d. News media releases should be made.

e. Public Health, Chamber of Commerce and other community agencies should also be contacted.

Felt needs -- establish these needs through several means:

1. Analyze present enrollment of Adult Education Program.
2. Employ mail questionnaire -- sample of non-participating groups.
3. Questionnaires to capacity group
4. Community meetings
5. Look at any existing survey
6. a. Use of committees within the group being served. (students)
   b. Use of committee within the group not being served. (CAP Neighbor Youth Councils).

STRATEGY
MICROVILLE COUNCIL 1-B

Collect data from all existing agencies. Collect Data from news media (incl. Radio and T.V.)

Survey going to Industry

Survey going to people door-to-door

Write to (PTA) neighboring community (who has already completed this)

May need to hire it done (if money is available)

See how it matches the needs of the people.

Typical questions for Individual

Do you feel the need for increasing your vocational proficiency? If so, what areas?

If the following classes were offered at a minimal cost at a convenient time, which ones would you enroll in?

Collect Data

- Age
- Ethnic
- Cultural
- Educational Background

Employment potential (available)

- Handicapped
- Employment Skills
- Experience
- Marriage statistics - dependents

STRATEGY
MICROVILLE COUNCIL B-2

Places where we can go to get information to meet the needs of people in adult education.

1. Employment Service
2. Extension Service
3. Community College
4. Board of Education
5. Government Agencies
6. Labor
7. Vocational and Tech. Education
8. Lower Class
9. Industrial Agencies
10. Business District

1. Visit the management of Agencies to obtain a preliminary commitment.
2. Determine from each Agency available, studies, project activities, etc., relevant to Adult Education.
3. Communities will then review and evaluate available information obtained from community resources.

STRATEGY
MICROVILLE
GROUP 3-B

1. Where do we go to collect information:

   a. Church groups
   b. Vehicle - Man on the street.
   c. Social service agencies (Outreach, SOCIO, NAACP, BIA, etc.)
   d. Employment Service
   e. Public news media
   f. Service Clubs
   g. Professional Societies
   h. Representatives from social and ethnic strata or groups
   i. Social groups (clubs)
   j. School census
   k. public census
   l. Government agencies
   m. Questionnaires
   n. Public information organizations
   o. Library

2. What kind of questions should we ask:

   a. Are you interested in participating?
   b. What are your wants? (from a listing)
   c. Hobbies?
   d. Educational baskground?
   e. Job and location?
   f. What are your needs?
   g. Opinion of themselves (self-concept)
   h. What kinds of educational services do you want provided for you?
   i. What would you be interested in studying or learning?
   j. What do you think others would like?
   k. Availability of services presently in the community?
   l. Are you willing and able to pay? How much and for what?
   m. Would you participate in an ABE program?

STRATEGY

MICROVILLE COUNCIL 4-B

1. Type of information needed
2. What is available -- How good is it?
3. How do we get the balance?

Information needed:

1. Ed. level
2. Age breakdown
3. Marital Status
4. Sex
5. Economic level
6. Economic base of community
7. Ethnic group
8. Unemployment rate
9. Population distribution, characteristics of unemployed

Sources of Information:

1. 1. Ed. Instruction
   2. Police Department
   3. Chamber of Commerce
   4. Welfare Agency
   5. Health Department
   6. Employment Security
   7. Medical profession
   8. T.V. & Radio
   9. Census - Courthouse Library
   10. Labor Unions
   11. Churches
   12. Vocational Schools

STRATEGY

MICROVILLE COUNCIL 5-B

Part I - Cycles III (30 minutes)

1. Identify wants and needs - (desired and not desired, felt needs and unfelt)
2. Where are you going to go for information:
   a. densed census data 1970 - Income, age, and sex breakdown
      Education, ethnic b.g.
      Number of jobs and employment, rate of unemployment.
   b. employment Security

c. Division of Family Service
d. O.R.S.
e. High schools and elementary
f. Church membership records
h. College
i. Board of Education and Scholarship Committee
j. Health Services
k. Utility connections
l. Industries and manufacturing
m. Chamber of Commerce
n. Labor Union

3. Wants and needs of "Microville."

STRATEGY
MICROVILLE COUNCIL 6-B

Recreation - Self-Enchancement

Sources: Military, Civic Clubs, Schools, Churches, Welfare, "Y", Unions, Minority Groups, News Media.

Questions:
What activities are available?
What facilities are not being used?
Are there things you would like to do but are not able?
Are the needs of all age groups being met? If not why?
Are the needs of all ethnic groups being met? If not why?
Who establishes activity programs?
What is the funding pattern?
What are your goals - long term, short term?
State your philosophy of action

People
Questions: Are those activities in which you would like to participate?

As a participant ____
As a teacher ____
As a director ____
As a spectator ____

What do you see the needs to be in your neighborhood
(List for choice, then open, anything you have a question on)

NEEDS AND WANTS
MICROVILLE COUNCIL 1-A

1. The need for trade or technical school in the city is pointed out by the fact that table 4-16 states that over 2/3 of the men and women expressed the question about its importance. Financial consideration show that funds of the magnitude necessary to execute and operate a school are not available.

2. Based on the above consideration it becomes necessary to pull together community training resources. These are listed in order of priority.

1. Evidence seems to indicate the need on ----------lower class people and people of foreign extraction for Adult Basic Education.
2. The need for GED Training as pointed out in item from "Post, Times" that only 24% of population have high school diplomas.
3. Training exists by cards from population for lathe operators and welders while the factory has openings now for their skills.
4. Training for clerk typists can be offered by a librarian and the teacher is at the public library.
5. Courses are needed in family relations and authorities are available for this instruction.
6. Classes in family planning are needed and authorities are available to teach this course.
7. The employment service is available to train in interviewing techniques.
8. Vocational Rehabilitation indicates they can train handicapped people and individual reports indicate persons in need of these services.
9. Five WIN slots are available for welfare mothers.
10. Cultural training for languages and music appreciation exists.
11. Garbage collectors need literacy.
12. Authorities need to train people on wants and needs of lower class.
13. Need exists for dental hygiene class.
14. Factory will train people already working there to increase skills. Man wants drafting and mechanical training.
15. Need for program among senior citizens to assist in slum areas.

NEEDS AND WANTS
MICROVILLE COUNCIL 2-A

Criteria for assigning priorities for Wants and Needs:

The Assigning of priorities is established "as a result of the final analysis of needs and wants are crucial to the optimal development of a community-wide program."

Wants and needs:

1. Basic Literacy Program -- 32% have 8th grade education or below.
2. Evening ABE Program -- Heavy demand by workers for evening basic ed.
3. Minority group racial problems (mostly Negro) out-migration of non-white.
4. Low Income Housing Rental units are available to low income group.
5. Industrial Development -- Lack of jobs to keep youth population.
6. Vocational training -- Funds available for 65 lathe operators and clerk typists.
7. High School completion -- 48% of population not completed H. S.
8. Family Planning -- many requests by low income groups.
9. Social and family adjustment counseling -- request for marital and family counseling.
10. Federal Program and Agency Co-ordinator -- lack of coordinator and availability of government project funds.
11. Extension Services -- requests for homemaking skills classes
12. Rehabilitation Programs -- alcoholic and other physical and mental problems.
13. Spiritual Development -- 25% of population attend church.
14. Recreation facilities in slum areas -- west side slum area, no facilities.

15. Pollution control -- factories and community concern.
16. Rec. & Educ. facilities for senior citizens -- radio broadcast.
17. Correlation of facilities -- union hall available, no facilities for senior citizens.
18. Cultural and Advancement Programs -- requests by citizens
19. Literary instructors shortage -- church group request (Presb.)
20. Swimming class in Life Saving -- citizen requests.

WANTS AND NEEDS
MICROVILLE COUNCIL 3-A

1. There is a need for an inter-agency program of cooperation.
2. A training or re-training program is needed to provide skilled manpower.
3. A program to provide a broader job base by encouraging more industry.
4. Basic education must be provided for those functionally illiterate.
5. High School completion is needed for the under-educated.
6. Health education is needed throughout the community.
7. There is a need for family-planning training.
8. There is a need to open the public schools to the public.
9. More recreational programs and families are needed.
10. There is a need for civic improvements: roads, parks, etc.
11. Adult enrichment programs of a varied nature are needed.
12. A minority - studies program should be started.
13. There is a need to upgrade school plant facilities.
14. There needs to be an open-door policy for the community college.

RATIONAL FOR NEEDS

1. Lack of information among the agencies indicates a need for cooperation.
2. Based upon population of 20,000, 1152 of the 6400 work force is unemployed despite at least 130 skilled jobs unfilled. This became evident in a community survey.
3. As evidenced by unemployment, more job opportunities are needed. Evidence was obtained by survey of the community.
4. The community survey indicated this need.
5. (Same as no. 4)
6. This was evidenced by information obtained from the public health Dept.
7. (Same as no. 6)
8. At least one principal of an elementary school opposes use of his building.
9. This was indicated in a survey conducted by the chamber of commerce.
10. Evidence was apparent from the community survey.
11. (Community survey)
12. Interview from a social worker, the mayor, and a black militant organization officer.
13. (Community survey)
14. The college allows only those with a high school diploma or equivalency credential to enter. The community indicated through survey that more services from the college were desired.

NEEDS AND WANTS
MICROVILLE COUNCIL 4-A

Justification for priorities

Basic problems, which were thought to be at the root of the communities problem, were given highest priority with other, more specific problems being given less priority. In addition, it was felt that the priorities established were in accordance to our group's philosophy.

Priorities

1. Need for evaluation of high school program. Evaluation to see if curriculum is relevant to community needs.

   Based on Table 4-14 Attitudes on teaching mathematics and Science in H.S. plus information received from employment service, individual needs etc.

2. High unemployment rate in the slum area.
Source - employment office
3. Family Planning Problem
Source - local health dept.
4. Need for taking literacy program to those in need.
Source - based on information reviewed from individuals in the slums and from employers.
5. Night High School Program is needed for many unskilled workers to complete H. S. - information received from business and from the people.
6. Need community vocational school table 4-16.
7. Employability training is needed in schools Source-Employment Office
8. Program to improve parent-child communication Table 27 Questionnaire
9. Educational Program needed to control ---------- information received from business and from the people.
10. Lack of skilled secretary training program
Source - Employment Service
11. Need for training program for bricklayers
Source - Employment Office Info.
12. Need training program for Welders
Source - Demand from Industry
13. Need training program for lathe operators
Source - Industry needs
14. Need improved library hours for use of adults in evining school.
Source - Information received from Library Board.
15. Automobile repair course in adult education - table 20 plus information received from individuals.
16. Girls need adult education courses in sewing and cooking. Table 20
17. Girls need training in child care. Table 20
18. P.E. program for adults - table 20
Source - Government and police Dept. and YMCA
19. Program training on leisure time activities is needed. Table 3
20. City is not involved in Title 1 Model Cities Program.
Source - Local government information.

NEEDS AND WANTS
MICROVILLE COUNCIL 5-A

1. Family planning (including birth control, prenatal care, nutrition) - 35% of children brought to health center suffer from malnutrition, 97% of women of prenatal care are welfare recepients, majority have a child every year.
2. Literacy training - 32% of adults over 25 have 1-8 years of education.
3. Basic Education - 16% of adults over 25 have 9-11th grade education.
4. Poor Housing - quote newspaper". . . a menace to the well-being of the community and should become a target of concerted public action."
5. Human Relations (including race relations) - 20% of synagogue interested in becoming better informed about problems and concess of slum dwellers, solution to community problems, prevent militant anti-social activities 70% from B'nai B'rith to promote better race relations, prevent bad race relations.
6. Bricklaying course - numerous personal requests
7. Lathe operators - shortage in community training and job openings available.
8. Business Classes - request by individuals and the shortage in Microville for desired help.
9. Application & Interviewing Techniques - numerous requests

Various other classes are requests warrant
It is felt that these priorities are in direct concern and in no way conflicts with our philosophy.

NEEDS AND WANTS
MICROVILLE COUNCIL 6-A

Priorities
1. Under-employed vocational programs
2. Educational programs for leadership in the minority groups
3. Personal improvement programs
4. General interest activities

Justification
1. Indication from industry and clientele in the low income and lower middle income
2. From clientele in the low income and major interview and black militant interview.
3. Indications from clientele survey from labor, school, and employees.

Community Survey
1. In the slum area strong interest in typing for vocational reasons
2. Family planning and birth control
3. Reading (1)
4. Budgeting (1)
5. Arc Welding (1)
6. Interest in human relations both marital and social (slums)
7. Low middle -- most of requests for lathe operation, auto mechanics. typing, reading.

   Middle Income -- typing, night watchers, swimming, arts and crafts, programs for the elderly, proportion of income tax.

Upper Income -- dramatic , French, swimming

Farm People -- Latest planting procedures, food freezing.

Military -- Educational tours of the area, refresher course in mechanical drawing.

Needs From Industry

16	welders
5	clerk typists
14	secretaries
65	lathe operators
10	English
2	mechanical drawing
1	skills for applying for jobs
91	factory workers need high school completion

Quite a strongly oriented college community
Leisure time for men
High school students should study harder
Good average community, about 50% active in school, but about 73% belong to church.

NEEDS AND WANTS
MICROVILLE COUNCIL 1-B

Client Need in Priority		Phys. Res.	Human Res.
Basic Education			
1.	Financial Counseling	yes	yes
2.	Family Relations	yes	yes
3.	Job Application Techniques	yes	yes
4.	Auto Mechanics	no	no
5.	Typewriting	yes	yes
6.	Income Tax (personal)	yes	yes
7.	G.E.D. Preparation	yes	yes
8.	English	yes	yes
9.	Machinist	no	no
10.	Civil Defense	yes	yes
11.	Construction		
Money			
1.	State Bd. -- Funding		
2.	U.S.O.		
3.	Labor Union (Counseling +)		
4.	Philanthropist		
5.	Civil Defense		
6.	Community Clubs		
7.	Y.M.C.A.		
8.	Federal Government		
9.	Uinv. Extension		
10.	Board of Education		
11.	Community Group		
12.	Bus Transportation		
13.	Library		
14.	B'Nai B'rith		

Rational

Basic Education
- 90% women asking for prenatal care were illiterate
- Request for G.E.D.
- Pay incentive for factory workers -- H.S. Diploma
- High percentage on welfare
- Supermarket pays time off

Financial Counseling
- Number of requests
- Banker offered course
- Average Income $3200

Family Relations -- Job Application
- High requests
- Illiterate expectant mothers

English

Auto Mechanics - Typewriting, Income Tax, Frequent requests

Machinist
- Labor Union offered training

Civil Defense
- Offered classes

Construction
- Need for cleaning up slums
- Federal funds available

NEEDS AND WANTS
MICROVILLE COUNCIL 2-B

Adult Education to meet needs and wants of people in Microville.

1. Family planning and birth control Survey conducted of lower class found them to be undecided that this is the most pressing need.
2. High School Diploma Preparation -- Survey of the middle class and lower class indicated the need and wants for this program.
3. Child care and development - Survey constructed by the extension service of the desired learning activities of microville.
4. Home Economics - Survey concluded by the extension agency concerning the learning activities of young people interested a great need in this area.
5. Family relations - Survey conducted of lower class indicated this need.
6. Human Relations - Justified by our philosophy to develop good human relationships.
7. Social Problems - Justified by our philosophy to develop civic responsibility also indicated a need by the extension service survey.
8. Community Aid - Extension Service interested 26.8% of the people surveyed wanted training in helping people in trouble.
9. Welders - Survey of business needs indicated a large unfilled use for welders.

10. Club Typists -- Survey of business indicated a large need for clerk typists.
11. Automobile Repair -- Survey of business and students indicated a need for this training
12. Electrical Appliances repairance -- Survey of business and students indicated a need in this area
13. Machine Shop (lathe)- Survey of the lower middle class
14. Mechanical Drawing -- Desire was indicated by university survey.
15. Recreation Program -- Justified by the survey of high school extension service.
16. Water Pollution -- Discussion group indicated the need.
17. English -- Survey of the lower and middle class group indicated the desire & need.
18. Remedial Reading -- Survey of the lower and middle class groups as a need and personal desire
19. Mathematics -- Justified by the objective economic efficiency.
20. How to apply for a job -- Individuals in the middle and lower class indicated this need and desire.

NEEDS AND WANTS
MICROVILLE COUNCIL 3-B

Needs - The following programs are required based on community interest survey (Table 4-8) and Personal History cards.

1. Welders
2. Auto Mechanics
3. Brick Layers
4. Typing for women -- Type teacher available
5. Adult Basic Education - (!) teachers available
6. Birth Control and Homemaking (Instructor available) (WIN program also available)

Factory needs 65 lathe operators and union will pay for two instructors.

Employment service indicates need for 32 farm workers.

Wants - Better communication between classes of population -- especially concerning racial relations. (Instructor, or moderator available)

Deficiency in ability to apply for jobs -- E.S. desire to conduct a training program in how to apply for jobs.

Upgrading of leisure time activities.

Classroom space visual aids, and resource personnel are available -- also money available through local district.

NEEDS AND WANTS
MICROVILLE COUNCIL 3-B

Criteria for Assigning Priorities

1. Needs of the individual (and family)
   a. Economics
   b. Aesthetics -- Social or Psychological
2. Needs of Groups -- Ethnic and Social
3. Needs of Community
4. Availability of Jobs -- Employment

5. Community Resources
   a. Human
   b. Physical
   c. Financial
6. Cultural

* Static situation - Dynamic would require both results and process evaluation continuously.

NEEDS AND WANTS
MICROVILLE COUNCIL 4-B

1.	Unemployment Reduction -	18%
2.	Vocational Training -	Jobs Available
3.	H.S. Education -	200 Need it
4.	Basic Education -	Many illiterates
5.	More and Better Schools -	Public Survey of parents
6.	Training in Welding -	Jobs Available
7.	Birth Control -	Public needs
8.	Recreational Needs -	Public Pressure
9.	Training in Lathe Operations -	60 Jobs available no ops.
10.	Prevention of Divorce -	Divorce at 70%
11.	Church Attendance -	70% not attending
12.	Course in Farm Mechanics -	10 need
13.	Courses in Sewing -	45% want
14.	Courses in Typing -	5 for Factory
15.	Courses in Shorthand -	14 Sec.
16.	More Industry -	survey employers
17.	Many need to know how to seek jobs.	
18.	90% of GI's want tours of surrounding areas	
19.	Human Relations Training or Seminar -	request
20.	Weight Control -	survey

NEEDS AND WANTS
MICROVILLE COUNCIL 5-B

Philosophically we justify these priorities because they were aided at all community coordination and participation in adult basic education process.

Secondly, we give priorities to those needs identified by large segments of the community and by recognizing the wants of certain groups of people.

<u>Criterion System for Assigning Priorities</u>

A. Number people involve and percentage of primary needs
B. Money
C. Consider needs of town first
   1. Employment needs
   2. Home management needs -- education
   3. Recreation needs

Needs	Facilities	Programs
Job Application and interview Laura Poorbaugh Jessie James		Voc. Rehab for disabled
Need 65 operators (2)		MDTA 10 lathe operators Great Books Club (Thurs. a.m. 3 openings) Sewing Class (3 openings)
Physical Fitness 15		
Learn to read & write Steve Jones		WIN Program - 5 mothers
	Jr. High School Tues. and Thurs.	Income Tax Calc. Huntley needs (3) H.S. Programs, 19 courses filled
H.S. completion (4) 4 need classes Alg. I C.D. Public Education needs		
32 farm workers		
Malnutrition (35%) (5) (children to health center)		
Needs welding class (hot rodder)		
Family planning (9) (peer group)		Teacher: Jane Henolirsis
Ernesto Alrola (41 yrs. old) Betty Kingston		Fire prevention films (Insurance Co.)
Geriatrics		
Synagogue 20% (6) are int. in slum needs (sociology)		
		Highway Safety Insurance Co.
		Insurance facility for 30 people
USO ques. indicates (14) 90% of GI's interested in history, etc.		Jr. High Bio. Lab on Friday evening

Needs		Facilities	Programs
Ray Selhost man to understand makings of good family		Ralph Richards, attorney at law will conduct seminar	
needs family relations class (10) Barbara Livingston			
97% of women for prenatal care are welfare recipients	(7)		
heads of household need money management	(8)		
Recreation & military for	650 men, (15)	650 men to work with slum program	
		Facilities for training dental hygiene	
		Director of C.D. has taken two adult Ed. courses	
George Anthru wants his 3 field managers to take planting Mrs. Beulah Bryant wants to learn planting		Teacher for (a) Livestock care and feeding (b) Modern planting procedures for small & large farms	
		Public announcements	
		USO teacher B.S. in education	
		Mechanical Drawing teacher	
To be taught French			
		A.V. facilities for literary Education Prot. Church	
		A.V. equipment for training labor union	
Union needs facilities for welding and lathe	(8)		

Needs by Rank:		(Employment)
1.	Leathe operators	65
2.	Clerical	35
3.	Farm Labors	32
4.	Brick Layers	21

(Education)

1. 36% of population had less than 8th grade (over 25 ages) justify Adult Basic Education.
2. High School Completion Program of population over 25 - 24% completed H.S.
3. Vocational School - 65% of the men and 68% of the women
4. Auto mechanics course - 61% of the boys express interest in this course.
5. Home Economics Program beyond high school for girls. 63% of them show interest.
6. Post High School Evening Program for High School - There is 15% of community.
7. More and better schools 59% of men felt very strong about need for more school
8. Program for training volunteer to help out 26% of community showed interest.
9. More NYC positions - existing positions filled.
10. More Job Corp positions - existing positions filled

Recreation

1. Recreation Class for male according to needs. 61.2% of young males said they want this class.
2. Community Recreation Program for young people. 53% said they want them.

Education

11. Home management and family planning. Welfare and WIN program's clientele indicate that most of the trainees want this program.
12. New careers - Mayor of city requested training in this course.
13. Senior Citizen Recreation - Golden Age Club.

NEEDS AND WANTS
MICROVILLE COUNCIL 6-B

1. In accordance with our philosophy any activity that improves the employability of persons receives top priority.
2. Classes to meet basic literacy needs or to achieve a needed education level.
3. Slum areas and disadvantaged needs must be met.
4. Meet the greatest demand for offerings.
5. Family Relations and family planning.

NEEDS AND JUSTIFICATION
MICROVILLE COUNCIL 6-B

Needs	Facilities	Programs
Basic Education (11) Brick Layers (1) 21		MDTA Program for 6 brick layers

Needs	Facilities	Programs
	Jr. H.S. has music room with brass instructor	
	College training for Dental Hygenists	

Preparing Microville Adult Education Objectives Based Upon the Data Gathered by the Council

In addition to the information found on the cards obtained from the Microville simulation board the Adult Education Council has access to the Microville newspaper, radio station programs and Microville officials. These sources of information had pertinent information necessary to further refine the processes for developing a community-wide adult education plan.

The council evaluated all the date collected and proceeded to develop at least five attainable and measurable community-level objectives. The community adult education objectives written by each council are:

OBJECTIVES
MICROVILLE COUNCIL 1-A

1. Decrease the incidence of unemployment by:
   - A. Expansion of existing vocational-technical program
   - B. Increasing employment counseling
   - C. Providing orientation class for those people who are job-ready.
   - D. Increasing participation of labor organizations and employers in providing opportunities for the unemployed particularly from minority and lower-income groups.

2. By providing the opportunity to raise the literacy and educational levels of poor people, using existing facilities and personnel, we will be able to demonstrate a statistical increase in employment, on-the-job upgrading and skill level of the work force by:
   - a. Establishment of air ABE program for entry level workers and educationally disadvantaged employed workers.
   - b. Greater participation by all segments of the public in projects designed to improve community facilities and civic objectives.
   - c. To specifically involve those lower-class citizens who are evidencing unrest in city-wide discussion to verbalize their problems to provide total community understanding of problems and trust to relieve and remedy the causative factors.

d. To provide the medium for an effective industrial development program to broaden microville industrial base.

3. By providing a second educational level thrust to include adult high school department to demonstrate their ability to obtain higher skilled employment and open the way to ABE graduates to enter positions.
   a. By providing three facilities a GED Program coupled with a high school completion program as needed and desired by individuals.
   b. Decrease present school drop out rate by showing total community interest in high school completion.

OBJECTIVES
MICROVILLE COUNCIL 2-A

1. Given the staff and facilities needed for a period of 2 years by institutions and agencies of microville interested and motivated citizens with less than an 8th grade education level who enroll in the program will exhibit a statistically significant increase in expectary level of achievement in basic communicative skills as measured by:
   1. Increased basic education enrollment
   2. Increased basic education attendance
   3. Increased basic education achievement by test measurement.

2. By encouraging community involvement in supporting and implementing an evening adult Basic Education Program; daytime workers can increase their education skills and proficiency as measured by:
   a. Statistically showing improvement in employment status
   b. Increased enrollment in ABE classes
   c. Increased number of class offerings

Minority group racial objectives

3. Members of the minority group will be given equal opportunity to participate in adult education classes dealing with community affairs - job improvements and vocational skills.
Measurement of the attainment of this objective will be found in the proportionate number of minority members who enroll.

4. After effective communication and action by relevant citizens, housing owners, and government agencies, for a period of three years, improved a more adequate law to insure housing will be available to involved citizens as measured by observation and local survey in the qualified housing areas.

5. Through community planning efforts and industrial development 100 new jobs will be created within six months to assure that youth may become gainfully employed in the community. Said jobs will be listed with the employment service, they will pay at least minimum wage and will be monitered to assure their suitability and continuance to sustain employed youth adequately.

6. To provide the necessary space, curriculum and instructors for a 2000 hour course in machine lathe operation for 65 students. Current vocational resources available through the vocational school supplemented by instruction,

guidance and financial resources from user industry and the trade unions. Priority of enrollment for this course will be given to the unemployed from the disadvantaged segment of the community who have the necessary basic education and measured aptitudes to be able to assemulate this training.

Measurement of the success of this program will result of the completion of the course and the success experienced by the students in securing employment. The same object will be accomplished for the establishment of a vocational course in clerk typist. Industry needs have been determined and current resources through the vocational school is adequate to increase the number in this vocation all training by 50%. This represents an additional 50 students.

7. To get community involvement in publicizing the educational opportunities being given to citizens of Microville.

This will be accomplished by the combined efforts of all public news media, trade and civic organizations, Chamber of Commerce, church organizations, governmental agencies and other available resources. Measurement of success will be determined by evaluating increasing enrollment in adult education, the numbers participating in library use, and the numbers improving basic communication skills to be measurable extent during the next twelve month period.

OBJECTIVES
MICROVILLE COUNCIL 3-A

Five attainable and measurable community-level objectives
Through the establishment of broad inter-agency coordinating council, Microville will realize after one year the following specific objectives:

1. An increased enrollment in all phases of continuing education
2. A decrease in unemployment
3. A decrease in number of unskilled labor openings.
4. An increase in the education level of minority and poverty groups.
5. An increase in the number and use of community facilities.

The above specific objectives will be measured in the following ways.

1. Class enrollment records.
2. Employment Security office and business - industry records.
3. (Same as number 2)
4. School records
5. Poll of churches, civic agencies, and community organizations.

OBJECTIVES
MICROVILLE COUNCIL 4-A

1. During a period of two years the unemployment rate in the Microville slum area will be reduced substantially as measured by:
   a. Unemployment statistics furnished by the employment service
   b. A decrease in number of welfare recepients in the target area

2. During the next year a secretarial training program for 100 unemployed females in the target area, will be implemented by a cooperative effort between the local community college, employment office, and welfare dept. This effort will be measured by:
   a. The number of females completing the training program
   b. The number of females from the target area entering secretarial jobs in the community.

   NOTE: At the present time the local business community has need for trained secretaries and indicate that they will hire 60 secretaries upon completion of the program.

3 A lathe operator apprenticeship program for 80 men from the target area will be implemented during a two year period, utilizing cooperative effort between the local labor union, vocational-technical high school program and industry.
   This will be measured by:
   a. The number of men completing the training program.
   b. The number of men entering employment as lathe operators.

   NOTE: We have commitments from industry to hire 65 apprentice lathe operators.

4. Family planning: pre- and post-natal care and birth control, and spacing children and control of VD. Given the operation of relevant health programs for a period of 1 year to organize and have in operation in one year a medical clinic to assist the citizens of Microville with problems of Family Planning, Post and Pre-natal care, and control of VD by decrease of general birth rate as reported by local Health Department.

   Evaluate School curriculum by pre and post-level by accreditation association over a period.

5. Survey community about the relevance of curriculum in school.
   a. Community
   b. Business & _____
   c. Drop Out

   Survey the community about the relevance of curriculum on the H.S. by:
   a. Going to the community at large and asking them what subjects are being taught which they think are relevant to the present-day community needs.
   b. Going to the Employment Services and Business community and asking the same thing.
   c. Going to the drop-outs and asking the same think and why they dropped out.
   d. Going to H.S. grades and asking same thing and what would they take now to prepare them for the outside world.
   e. Tabulate the present curriculum and the reason for each subject.

6. Given the operation of excellent educational programs for a period of two years by various institutions and agencies in Microville, there is need: i.e. non-readers will exhibit a statistically significant increase in literacy rate as measured by:
   a. ability to read
   b. ability to write

OBJECTIVES
MICROVILLE COUNCIL 6-A

Five Attainable Objectives

1. Objectives

Improve the earning or performance capacity of at least 200 under-employed individuals through training and basic education classes. To include:

a. Training of at least 100 individuals - bricklaying, welding, lathe operating, and typing.

b. Institution of at least three open-ended --------courses in typing, accounting and business management, and mechanical drawing.

c. Institution of basic education and high school completion courses for employer's requesting such assistance for employees.

Measurement

Will contact employers to determine increase in either salary, performance or responsibility ------assumed that increased skill will result in increased salary or responsibility.
Better attitudes towards vocational programs.

2. Objective Initiate leadership training programs for residents of slum community.

Measurement

a. We might expect increased organized demands for services
b. Increased neighborhood applications of self-help strategies
c. Increase in participation of minority persons in community councils, committees, etc.
d. Creation of adult education council including community leaders from slum community.
e. Better attitude towards non-academic programs and occupations.

3. Objective Initiate family relations clinic that will initiate courses, workshops, etc., and will provide counseling, family planning, legal, and related services.

Measurement

Would expect decrease in divorce and separation rate decrease in juvenile delinquency
decrease in birth rate among welfare clients

4. Objective Institute community relations program with military base to meet needs of base ------ suggested activities being provision of educational tours of area, recreational and social activities, adult education courses, and inclusion of councils.

Measurement

Would expect
attendance by military ---------would increase general community activities
better military tour relations
increased economic conditions of community in merchandising and leisure time activities

5. Objectives Institute community-wide vocation/recreation program and educate community on values of such a program
Measurement
Expect increased activities and enrollment, change in leisure time activities survey,
decrease mental health problems
increase general health index
betterment in attitude toward schools

OBJECTIVES
MICROVILLE COUNCIL 1-B

1. Following one year of questions of a well organized and coordinated Adult Education Program in Microville, citizens will indicate a 20 percent increase in their support of a total Adult Education Program in their community as measured by:
    a. A sampling of the general public by a pre-and post questionnaire as administered by the Adjax Public Opinion Survey Corporation.

2. Increase the number of adults in all sections of the community in Adult Education as follows:
    a. Organizing a course in Basic Reading and math skills
    b. Vocational skill course
    c. Cultural enrichment course.
    d. Hobby, arts & crafts and other related courses as desired

The criteria for determining goal attainment is to be measured by:
    a. Enrollment
    b. Successful completion of course
    c. Utilization of learned skills
    d. Import on community
        1. Reduce ------- rate
        2. Reduce Welfare Folls
        3. Increase jobs efficiency and job satisfaction
        4. Improve relationships among all economic levels in societial groups of the community.

3. Through the cooperation of community resources and operation of relevant community facilities in Microville for a period of two years. The citizens will indicate an increased support of adult and continuing education as measured by:
    a. an increased percentage of adult enrollees
    b. an increased number of public facilities available to adults
    c. an increased number of private facilities
    d. an increased variety of programs offered to adult population

4. Given the operation for one year, of a relevant adult education program which provides personal assistance that comes through professional counseling and other community services, the citizens of Microville will avail themselves of increased personal assistance through adult education community counseling service as measured by:
a. The underemployed will be involved to a greater extent in the Adult Education Program after one year than they previously were as determined by active count of participants.

5. Following one year of operation of the coordinated Adult Education Program in Microville, the minority groups within the community will exhibit a statistically significant increase in their participation as measured by increasing membership in all segments of the total Adult Education Program.

OBJECTIVES
MICROVILLE COUNCIL 3-B

1. Objective - to train and place in full-time work at Microville factory 33 nonskilled persons via a short term, concentrated vocational training project.

   The project will be conducted in cooperation with the Voc-Tech school who will provide instructors and apprenticeship membership upon completion. The project will include a non-white student ratio of 30% to be recruited by church groups, social service agencies, special interest groups, etc. Enrollees can be placed on jobs at any time upon recommendation of the instructors.

   The project's success will be evaluated initially by the number of completors who are actually placed in full-time work. A follow up survey to be conducted in one year on all participants.

2. Given the existence of a significant nonwhite population in Microville for whom housing and job opportunities are limited; developing slum areas in both low-income white and minority neighborhoods; deprived groups; and growing concern among all social _____ for improving the quality of community living, the institutions and agencies represented on the Council will provide cooperation leadership in achieving the following objectives during the next _____ years.

   1. Discuss unemployment 50% through intensive programs of education training and job placement.
   2. Eliminate discriminating practices in housing, employment and recreation.
   3. Reduce _____ misunderstanding, military and conflict through the establishment of representative neighborhood councils, forums, diminish groups etc.
   4. Increase educational level of 1,000 undereducated adults by providing Adult Basic Education Programs, volunteer tutoring services, bi-languaged classes, etc. at the neighborhood level.
   5. Institute five new multi-rural cultural and recreational programs.

3. Organize community resources both physical and human to improve and develop increase now white and low because housing (rental) and recreation opportunities within the community over the next five years, as measured by:
   A. Revision and enforcement of building codes
   B. Equal and greater opportunities for housing (rental) for non-whites community-wide.
   C. Seek and promote program leading to renovation or destruction of slum area conditions
   D. Increased urban development and renewal current and new recreational facilities within the community.

4. Since many people in the community are unaware of the full range of learning activities available to the adult, the adult education council will begin an information campaign through the news media to publish the various learning activities available.
   a. All forms of news medial will be contacted to ask cooperation in a publicity campaign.
   b. 1. Radio and TV stations will be asked to sponsor spot announcements telling about various classes available. The short announcements will tell the details or several rehab. programs each day and will change each day to tell of other programs until the full comments offering has been covered, then repeat the series over a several week period.
      2. Newspapers will be contacted to arrange for a special news supplement to be published, that lists all programs, costs, requirements, length of time and location of classes.
      3. Community_____ from the adult education groups to address members concerning learning opportunities.
      4. PARTICIPATION will increase by at least 25% in adult learning programs. More minorities will enter vocational and adult basic education programs so that the unemployment rate among minorities over a period of one year will decrease by several percent. Additional learning centers will be opened to meet the demand for adult programs and the range and kinds of classes provided will increase by at least 25%.

5. Given that there are a significant number of jobs available and that there is a significant lack of knowledge on the part of job seekers as to how to apply for them; citizens of the community will show an increasing awareness of job availability and knowledge of how to apply for them by:
   a. The Employment Service conducting at least one class per month on techniques and procedures of applying for jobs
   b. At least twelve individuals will attend the training sessions conducted by the employment service.
   c. Showing a statistically significant increase in applications for existing jobs.
   d. A statistically significant increase in the number of individuals improving their job status as evidenced by increased earnings.

OBJECTIVES
MICROVILLE COUNCIL 4-B

1. Eighteen percent of the Microville work force is presently unemployed. This represents 5,700 unemployed of which 4,480 are in the slum area. During a 12 month period beginning June 20, 1971, through Employment Security, unemployment statistics the unemployed labor force will be reduced significantly.

2. Provide vocational training for welders, lathe operators, farm mechanics. power sewers, typists, and stenographers to fill unmet needs in the labor market.

3. The recreation facilities of Microville are limited and dated. Therefore, outdoor and indoor facilities and programs will be signicicantly increased during a five year period.

4. Survey community to determine the areas wherein we can reasonable expect industrial expansion. Organize a local Industrial Development Agency in conjunction with the Chamber of Commerce to bring more jobs to the community.

5. Provide a definite program to acquaint high school drop-outs of all ages with up-to-date knowledge of all educational and training opportunities now available to them. Total numbers are obtainable.

OBJECTIVES
MICROVILLE COUNCIL 5-B

The Adult Education Council of Microville feels that the following are the six most measurable and obtainable objectives for our community:

1. Occupational training
2. Vocational - technical
3. High School Completion
4. A.B.C. classes
5. Recreation
6. Civic improvement

1. Occupational Training

By the end of the first year of adult occupational training program, the following results will be attained:

a. The process will be established for relating training programs to projected job openings.
b. Trained workers will be available for those positions listed by Employment Security as being unfilled at the beginning of the year.
c. Training programs will be planned or underway to meet the identified employment needs of the community for the coming year.
d. At least one program will be operational to train civic employees for promotion with this department and at least one program to develop skills needed by industrial workers to advance at their place of employment. As a result of these programs, at least 10 workers in government or industry will be employed at higher levels because of their improved skills.

2. Vocational-Technical Increase

The Council of Microville felt a great need for constant improvement of vocational-technical programs because of ever increasing numbers of enrollment received each year. The statistics indicate that 65% of the men and 68% of the women of Microville want some type of vocational training. The goal of Vocational Technical Training Programs will attempt to maximize the individual in all phase of skill development and stress functioning successfully in society.

A. The first phase of vocational training programs will be closely coordinated with Adult Basic Education Programs. This program can be evaluated by quarterly reports showing number of enrollments and dropout rates.

B. Part II of Vocational Technical will deal with skill development which will be measured by applications and performance according to principles learned in class.

3. High School Completion Program

Establish a high school completion program in conjunction with applicable institutions, to meet the needs of the community. To be measured at the end of one year by:

A. Increased number of people receiving a high school diploma.
B. Number enrolled in the program.
C. Increased number enrolled in advanced programs.

4. Adult Basic Education

ABE - It is felt that the Adult Education ABE Program will have a direct effect on the community literacy rate and on the level of educational attainment reached by our public. The effectiveness of this program will be measured by (1) the number of individuals graduating from the program at the end of a year (2) the number of program graduates enrolling in other educational programs and (3) number of new enrollees for the program at the end of a year.

5. Recreation

The goal of the committee is to establish an increased community participation in recreational programs by developing the following:

A. Little league teams, to be sponsored by the local merchants and businessmen, in the various athletics to include football, basketball, baseball, tennis, and swimming.

B. The organization and development of adult athletic competition in similar sport activities.

C. Expansion of the Golden Hour Center retired activities by including instruction in bridge, chess, dancing, lecture series and book reviews.

D. Instruction in the various individual sports to include among others: golfing, casting, shooting, etc.

These activities can all be measured by the increased participation and support of the citizens and of the development of a greater community spirit.

Microville has citizens that are very conscious of community problems and desirous of spending the necessary time and energy to solve them. The Adult Education Council will become the data source and the facilitator for a campaign of social awareness aimed at civic improvement and betterment. Classes will be held on survey techniques and the council will coordinate and give direction to agency, club, institutional, and group efforts.

These will be measured by the improved physical appearance of Microville, by the number of organizations that get involved, and by the increased number of people that will be present at City Council Meetings.

OBJECTIVES
MICROVILLE COUNCIL 6-B

1. Given an intensive training in their determined area of vocational need participants will be able to apply for and obtain and hold jobs of higher earning potential than those previously held as determined by:
   A. reduced welfare assistance roles
   B. reduced unemployment
   C. general improvement in standard of living of the participants by survey response

2. A. Upon completion of an adult basic education course, the participants will be able to complete the GED test at a level of 51% total score or better.
   B. Through a course in reading and word attack-skills the participants will be able to perform at a minimum of a sixth grade level as measured by a standardized reading test with an optimum level of achievement at 9-10 grade level of performance. Additional measures of achievement would be:
      a. ability to read a newspaper or magazine with above 90% understanding
      b. having read a contemporary or classical novel with enjoyment
      c. able to complete a job application of functional test for employment.

   C. Upon completion of structured courses in literature, both fictional and factual, the participants will be (1) able to discuss classic and contemporary literature in social groups and be (2) able to read with understanding factual literature of interest or need to them. Performance levels will be determined by role playing in groups structured for self and cooperative evaluation and completion of habit-skill evaluation questionnaries.

3. A series of courses will be offered providing improved skills and attitudes in: self-improvement, home (housing) improvement, community-government participation, family relations, personal finance, school training completion, and recreation participation. Participants will be able to participate in projects and activities which will provide improved housing, increased participation by governmental agencies in housing and activity improvement, initiate and participate in clean-up campaign, encourage children and adults to complete schooling, generate family counseling services, legal aid, and personal finance assistance. This will be evidenced by:
   a. visual improvement of area
   b. increased pride as shown by participation in community
   c. lower drop-out rate
   d. lower welfare recipient rate

   Courses will be offered in a priority system based on the greatest demonstrated demand as determined by:

1. community survey
2. community aging determination
3. spontaneous request

After taking the course in family ralations and family planning, the students will be better able to adjust to challenges of the family as is evidenced by:

1. Lower divorce rate
2. Better bill paying record
3. Fewer personal bankruptcy
4. Children do better in school
5. Lower birth rate in slum area and a higher rate in upper/middle class and upper class where it is presently less than two births per family.
6. Fewer visits to psychiatrists.

Development of a Microville Community-Wide Program of Implementation

Prior to developing such an important document the councils had the opportunity to collect additional data to clarify specific issues. When the council was assured that it was aware of the real needs and wants of Microville, that the prepared objectives were appropriate, and that these were consistent with the stated philosophy, then the operational community-level adult education program could be developed. The developed documents follow:

COMMUNITY-WIDE PROGRAMMING
MICROVILLE COUNCIL 1-A

The Council has determined from interviews, data received from community sources, government agencies, academic institutions and other media. The need for a vocational school and a long-range basis and a number of courses on an immediate basis.

We have discussed with other interested leaders the availability of space and funds, and obtained the necessary money and instructors and instructional tools to submit the attached program. We deem each aspect of the program to be needful in our community and necessary to produce a valuable program in Microville.

1. The increased vocational-technical program will include the following evening courses:

COURSE	INSTRUCTOR	LOCATION	FUNDING
Auto Mechanics	Ralph Kettering	Voc-Tech School	Public school
Brick Laying	James Richardson	Voc-Tech School	Public school

COURSE	INSTRUCTOR	LOCATION	FUNDING
Practical Nursing	Louise Temmerman	Health Center	Health Dept.
General Math	James R. Lance	Community College	College has money
Algebra	James R. Lance	Community College	College has money
Typing	C.W. Clemment	Community College	college has money
Welding	Jessie Underwood	Voc-Tech School	public school
Lathe Operation	2 lathe operators	Voc-Tech School	labor
Farm & Home Management	John Casway	Voc-Tech School	extension
Livestock (care & feeding)	Mr. Brown	extension office	extension

The employment office will be charged with the responsibility of keeping records showing the decline of the unemployment. The best evidence of the success of a vocational-technical program will be the successful placement of those receiving training on jobs. The success of the program will be determined by the success of the individual.

II. Adult Basic Education programs will be offered in classroom space at Community College. The following courses will be taught:

Drivers' Training:	Mr. Natheniel Walker Mr. Elwood Wilmot
General Math:	James Richardson
Basic Comm. Skill:	Mrs. Mabel Lutas Sally Field
Basic Reading:	Mrs. Theodore Ross

Partial funding from Extension Service will be available for software for those clients who are indigent. It is anticipated that 30% of the clients in this group will fall in this category. The balance of software funding will be from the Board of Education. Audio-Visual equipment will be provided on an on-call basis by the labor union.

Evaluation will be provided by high school principal who will prepare follow-up studies on entrants and graduates to determine completion ratio.

III. General Education Courses will be provided in the college facilities and elementary schools in the evenings. Funds will be provided by the Board of Education for software and supplementing instructor's salaries. Classes to be offered with certificated teachers are:

Social Studies	Gerald Wheaton Joyce Williams
History	Ruth Green
Geography	Keeven Ross

Current Events	Robert Smith
American Literature	Peter Dalton
English	Abbegail Penwright
Math	James Robert Lance

Schedule for these classes will be Monday, Wednesday, and Friday from 7 to 10 p.m.

Needing this training are adult high school drop outs.

Two attorneys offering services will be requested to establish an education procedure that will determine thru use of statistical processes. The entry level and exit level of GED for each student.

IV. The Employment Service Interviewing Program

The Employment Service director with the Adult Education Director of the college will cooperate in providing training in interviewing techniques and procedures for applying for job interviews.

Classroom space is available at the college amongst the 40 rooms available each evening. Instruction will be provided by Employment Service workers on a gratis basis.

Funds for renting space and films will be provided by the Board of Education out of special allocated federal funds.

Evaluation of this program will be conducted by two attorneys who will perform follow-up on referrals of class attendees and prepare written report for the Employment Service, College Adult Education Director and this committee.

V. Family Relations and Family Planning

The Board of Education will utilize funds derived from the federal government allocated for the sole purpose of adult programs to provide training in Human Relations and Family Planning.

There are three classrooms available out of the 38 rooms in the high school during evening hours. One class in family planning will be taught by Mrs Jane Henderson, Supervisor of Nursing. The second class in family planning will be taught by the doctor from the medical center. The class in family relations will be taught by Mr. Ralph Richards utilizing the third available evening classroom in the high school.

Audio-visual equipment will be provided by the labor union.

Target population for these training courses have been identified by surveys amongst lower class and middle class population. Attorneys will review case studies of participants and follow-up for 18 months to determine if problems in these families have existed or been ameliorated by this training.

COMMUNITY WIDE PROGRAMMING
MICROVILLE COUNCIL 2-A

Through total community commitment and involvement, a community-wide adult education program will be implemented using the community school facilities, professional educators willing to afford their services and financial resources from the governmental, religious, civic, industrial and other federal, state and community equipment and supplies needed for adequate program requirements. The T.V., newspapers, and other public information media will be used to dissiminate the information and reach those desiring and needing access to the program as well as to assure total community support. The program will be run on a continuous basis and geared to meet individual needs of all who apply. Suitable measurement techniques and methods will be employed to evaluate and monitor the program on a continuous basis.

1. Basic Literary Program

a. Baptist church will volunteer facilities for a basic literacy program of 30 Monday, through Thurs. from 2 p.m. to 4 p.m. with only change being a reimbursement for janitorial and custodial costs of maintaining and cleaning the facility.

b. Funding will be received through a very strong effort to gain A and E funds from Government agencies i.e. (1) Employment Service in WIN, N.Y.C. (2) HEW from voc. rehabilitation programs (3) City and County organizations (4) Service organizations (5) Industry (6) Business (7) Church organizations (8) private donations of money (9) Civic and community groups.

c. Instructional personnel will be used in conjunction with evening ABE program of at least 2 instructors and 4 aids. The program will start small and build on the basis of need. It is anticipated that these teachers will be some volunteers and some paid status and because of it being a daytime program, the availability of students will be limited because many will be working during the day. These will be referred to evening ABE program. The program will be geared to accommodate a flexible one, ending and starting date based on needs of individuals. Students will progress at own rate.

d. Hardware and software will be received from school districts, private donations, community and governmental grants and funding, and donations from private industry and business. Programmed learning will be used when possible. Most instruction will be done on a not more than 1 instructor to 5 students basis.

Close contact will be maintained with vocational trade schools, employment security, employing agencies, business, industry, etc. to be able to get counseling service when necessary, outside resource potential, place to go when achieve "graduation," and job placement services when needed.

Adult Basic Education classes will be held at the Microville Jr. High School on Monday, Tuesday, Wednesday, Thursday, evenings from 7 p.m. - 9 p.m. will include classes in Reading, Language, skills and math.

180 hours of instruction will be given. Instructional material: Programmed to meet the needs of individual. open end.

There are 5 professional teachers who can be hired from the city school system. Two volunteer teachers can teach part time.

Recruitment by means of the following:

OEO office mainstream
Family Assistant Agencies

Contracting through WIN Program
Teacher recruitment
Radio and Newspaper
Brochures sent home by way of students grade 1 through 8

Financing
State and Federal Agencies 4 Industry and Factories

1. State funding
2. Contracting
3. Man power training

To encourage the full participation of the minority groups in the adult education program the following will be provided:

1. Special emphasis will be made to inform these people of the programs available through church and group announcements as well as all the regular communications media.

2. Minority groups will be organized to assist with the caring for children while parents or others are away to class.

3. Transportation will be arranged through the cooperation of the minority people themselves and adult school officials to see that transportation is available to all who want to attend the adult programs.

4. Specialists in the various areas covered in the offering of the Adult Education Program will be available for consultation and counseling to anyone belonging to the minority group.

To establish better low income housing

Education towards improving the low housing problem will be given by use of volunteer citizens from Microville.

A survey indicating that 77.2% of adults feel responsibility towards community development.

Use of local mass media as paper, radio, T.V. etc. will be used to announce the initial meeting of this group. The group will then organize themselves according to their found needs.

The local churches have indicated they have interested individuals who will provide leadership with educating this group on the problem at hand. Room is available at different civic and employment buildings in Microville.

No funding will be needed as all services will be donated.

To evaluate the outcome a committee from the group will give a report to our Council on their suggestions and findings for review. This report will then be forwarded on to the appropriate sources.

Implementation of Vocational Course in Machine Lathe Operator.

Facilities

Current shop facilities available at the Vocational-Technical School. Machines, tools, and related items are currently available and instruction given to a limited number of students, during 8 a.m. to 2:30 p.m. instructional period. The number of students must be increased by 65 to meet current and future needs of industry.

For the facility to accommodate the increased enrollment the following schedule will need to be established and the number that can be accommodated:

Group 1 8 a.m. - 10 a.m.
Classroom theory of machineshop practice - 15 students

Group 2 8 a.m. - 10 a.m.
Shop instruction on machines - 15 students

The above two groups will alternate during the period 10:15 a.m. to 12:15 p.m. Thus, each group will complete four hours of instruction in machine shop practices. This schedule rotation will provide a net increase of 15 students to meet needs.

The afternoon schedule will run from 1:30 to 5:45 p.m. on the following schedule:

Group 1 1:30 p.m. - 3:30
Classroom instruction - 15 students

Group 2 1:30 p.m. - 3:30
Shop instruction on Machines - 15 students

The above two groups will rotate instructions during the period 3:45 p.m. to 5:45 p.m.

This will add 30 additional trainees to meet the needs of the community.

The evening schedule will be as follows:

Group 1 7 p.m. - 9 p.m.
Classroom instruction - 15 students

Group 2 7 p.m. - 9 p.m.
Shop instruction - 15 students

The two groups will exchange training program on the 9:15 p.m. - 11:15 p.m. schedule

The above training expansion will supply the necessary increased enrollment facilities.

Funding

The expansion of the machine course will come from:

1. Current vocational funding
2. Tuition increase by increased enrollment
3. Union allocation of financial resources

4. Federal manpower training programs: contract training requirements
   MDTA WIN
   special vocational funds
5. State reallocation of vocational funds
6. Legislative action

Instructional Personnel

Two additional competent instructors will be needed. These will come from the participation of the labor union which has offered to supply the necessary instructors.

Hardware and Software Resources

The necessary hardware is available through the current instructional equipment in the vocational technical schools. No additional equipment will be needed. The additional consumable supplies and instructional material will be financed by contribution from industry, community civic organizations, increase in tuitions, and increased funding through the political structure.

Evaluation Methods

Upon training completion the students will be referred to the local office of the department of Employment Security for placement activity. During the training period the Employment Service will continue vocational counseling of the students and develop job opportunities for those students who meet industry requirements.

Evaluation of the effectiveness of this program will be determined by the success of placement of students in gainful employment. The suggestions of labor and management will be sought and the course instruction will be evaluated on a continuous basis by education, labor and management.

Recruitment of Additional Students to Fill Class:

This will require the full participation of all community agencies. Each agency serving the various segments of the community in the area of manpower will be solicited to provide possible students.

The local office of the Department of Employment Security will coordinate the referrals to the program and will properly evaluate each referral as to aptitudes and interests and suitability of referral. Priority for referral will be extended to the veterans and then to the disadvantaged to the extent possible. However, the training program will be made available community wide with full recognition to the above stated priority.

This course offers the excellent opportunity to secure gainful employment upon completion and should be fully encouraged and supported by all segments of Microville.

Objective II

As programs are written they will be given to Charlie Wilson, public relations man of the radio and T.V. stations who has volunteered to make spot announcements on this type of information. Also, we will attempt to get information regarding this program into the newspapers. For the most part this program will be held in the public schools as evening classes.

Funding for advertising and informative purposes will be on a donation basis.

Information regarding all available programs will be disseminated through the O.E.O. Office Employment Security, Family Services, and Rehabilitation Services.

Evaluation will be measured by the number of people enrolled in the program.

COMMUNITY WIDE PROGRAMMING
MICROVILLE COUNCIL 3-A

Introduction

The community-wide Adult Education Council of Microville has endeavored to establish a community-wide program based on the wants and needs of Microville. The Council obtained information from social agencies, door-to-door samples, census, schools, industry, and various civic meetings. It is the Council's philosophy that continuing education is to help the individual to realize his potential to function effectively and efficiently in society. The purpose of an adult education program would be to help members of the community who can benefit whether they be academic classes, work experiences, social gatherings, or skills to meet the needs of the individual and the community. The importance of communication, cooperation, and coordination of the total community is recognized.

The Council recommends that a broad interagency coordinating council be established for a period of one year which will realize the following specific objective.

1. An increased enrollment in all phases of continuing education.
2. A decrease in unemployment.
3. A decrease in number of unskilled labor openings.
4. An increase in education level of minority and poverty groups.
5. An increase in the number and use of community facilities.

PROGRAM TITLES

	Programs	Facilities	Funding	Instructor	Resources
I	Vocational Courses				
	A. Bricklaying	High S. Shop	MDTA	J.A. Richardson	H.S.
	B. Lathe	High S. Shop	BD of ED	Exten. Agency	H.S.
	C. Secretarial	Comm. College	BD of ED	BD. of ED	C. College
	D. Skilled farming	H.S. Ag. Bld.	BD of ED	Mr. Payne	H.S.
II	Adult Basic Education				
	A. 4 classes	H. S. classrooms	BD of ED	BD of ED	H.S. Museum and Public Library
III	Adult H.S.				
	A. 3 classes	H.S. Classrooms	BD of ED	BD of ED	H.S. Museum and Public Library

IV	Community ED				
	A. Arts & Crafts	Comm. Gym	Fees	Williams	Com. Gym
	B. Swimming	or YMCA	Fees	YMCA Staff	Com. Gym
	C. Senior Citizenship	C. College	Donated	Mrs. Walton	C. College
	D. Family Planning	City Hlth.	C. Med Center	Nurses Med C.	Med Center
	E. Archeology	C. College	Museum	Museum Persn.	C. College

Evaluation

Through empirical studies and public surveys, determine if the needs and wants of Microville are being met as they relate to education, employment, health, recreation, and civic improvement.

COMMUNITY WIDE PROGRAMMING
MICROVILLE COUNCIL 4-A

Microville Adult Education Program

The Microville Adult Education Council believes that the purpose of an Adult Education is to improve the quality of the community and the life of the individual members by providing educational opportunities as needed, and through a better, more complete and extensive use of existing facilities, agencies, and community participation.

The educational needs of the community have been determined through cooperative efforts between the Adult Education Council and Community resources.

Major community educational needs of the community have been determined through cooperative efforts between the Adult Education Council and community resources.

Major community educational needs identified are:

1. Basic Adult Education
2. Skill Training
3. Family Planning
4. Additional School class offerings
5. Employability training

Based on the problems identified, the major objectives established are to reduce unemployment, increase skill training programs to meet community needs, improve family planning resources; evaluate school curriculums and programs for relevance to community needs, and decrease the illiteracy rate.

These major objectives will be accomplished as follows:

1. The unemployment rate in the slum area of Microville will be reduced by developing Adult Training Classes based on community need. Training programs to be implemented are:

<u>Secretary Training</u>

A. To train 100 secretaries from the target area in type, shorthand, business practices and office machines through adult education.

B. Will use the Community College type room after 5 p.m. Room 105 on Tuesday eve for business practices and the insurance agency facilities for 30 persons interested in office machines.

C. There has been no interest or demand in the Public School Adult Education cooking and baking classes so these funds will be transfered to the secretarial training.

D. Mr. W.C. Clement, a typing teacher at the Sr. High will teach the typing class. The community College will provide a teacher for shorthand and business practice and machines.

E. The equipment - typewriters, business machines, etc., will be furnished by the Community College. The manuals, paper etc., from the Adult Education Program.

F. The evaluation will be done through pre-imposed tests.

Lathe Operator Training

A. To train 80 lathe operators from target areas to work in the local factories.

B. Facilities are available at the voc-tech, lathe shop, the factory and union apprenticeship training center.

C. Funding: The general manager of the factory is interested in adult education and is willing to train 12 people at the company. The labor union will train two in the apprenticeship program. The rest will be picked up by the adult Ed program funds provided through the state.

D. The labor union has funds available to pay for two full-time instructors, the instructors at the voc-tech and the factory has personnel that can teach lathe operators.

E. The necessary machines to be used in training will be made available by the factory, voc-tech and union training center.

In addition training will be developed for bricklayers within a year.

Other objectives receiving attention by the community are:

1. To establish a planned parenthood clinic.

Objective - To establish a planned Parenthood Clinic within one year. Such a clinic to provide information regarding birth control, fertility, prenatal and post natal care and control of venereal disease.

Facilities

The medical center will be used for the planned parenthood clinic. The new general practitioners will rotate through clinic duty. Clinic will be open each Wednesday night from 6 p.m. until 10 p.m. A M.D. will be in charge, maybe some nurses. Classes will be given on: family planning prenatal, and post natal care and V.D. control. The M.D. will discuss and prescribe contraceptives on an individual basis.

Funding

The clinic will establish a fee schedule for consultation and medical requests based on ability to pay. Classroom instruction, taught by nurses will have no charge.

Evaluations

The community council will sum up the evaluation committee. Reports from the health department as to birth rate of the community, disease rate, illegitimacy rate, will be compared, taking the rate one year after the establishment of the clinic.

The clinic would be under the direction of a board, such a board would establish the general guide lines based on community standards. Board would decide policy on scope and extent of program.

Decrease the illiteracy rate:

a. Objective - To increase the reading, writing abilities of those below the "survival literacy level" as defined by the U.S. Office of Education in their definintion based upon the Hoones study.

b Facilities- Numerous classrooms are available in the Community College. Rooms 105 on M, Wed, Th, and F.

c. Funding - Community College has funds available for two classes and possibly will have additional funds available if the Sociology Class is not given due to lack of students

d. Instructional Personnel - Graduate students are available at the U.of U. who have completed the special reading course taught in the Ed psych. Dept.

Other M. of M. students are available who have had the remedial reading course for no credit.

There are a number of reading teachers available through _____ Center of Microville.

e. Hardware - Ed. reading tachistocopes and other machines at comm col. software: Ed. Reading materials are available at the Community College.

f. Evaluation methods -
   1. Pre and Post tests on reading skills
   2. Pre and Post tests on writing skills

Conclusion: This literacy ed should increase the job and promotional potential of the students who are presently below this, "Survival literacy level," and assist them to become more self-supporting.

3. Evaluate High School Program Curriculum

A. Objectives - To evaluate the relevance of the high schools curriculum to the communities needs.

B. Facilities · The council will meet in the conference Room at the Community College (by permission of Dir. of cont. Ed.) this will be the central meeting place with other meeting places being the YMCA, Baptist Church, and the Voc-Tech School. Typing and duplicating facilities will be utilized at Community College.

C. Funding - None needed: materials and personnel for typing and duplicating will be furnished by Community College.

D. Instructional Personnel - Lawyers (22) will write up the survey questionnaire, collate the results, and coordinate the leg-work. Surveyors will be volunteers from the Baptist Church: The B. Minister will try to help from the Catholic and other protestant and the Jewish churches. School personnel from local H.S. and Voc-Tech H.S. will be asked for their impression of findings.

E. Hardware and Software - Typewriters, duplicators and questionnaire will be donated by Community College

F. Evaluation Methods: Final: has there been a change asked for and implemented in curriculum.

Intermediate steps:
1. Meeting with school personnel to assess, accept or reject findings.
2 If findings are accepted: what steps were taken to implement.

The overall evaluation of the Adult Education Program will be manifest by improved school offerings, a decline in the illiteracy rate and unemployment rate in the slum area and increase in services for planned parenthood.

COMMUNITY WIDE PROGRAMMING
MICROVILLE COUNCIL 5-A

Introduction

We as community leaders meeting for a common purpose and to establish adult education opportunities with freedom of choice and participation acknowledging the dignity and worth of the individual that through the acquisition of skills and experience, through self-development gain the capability to live to the fullest extent of their potentiality, subscribe to and adopt this philosophy. In accordance with this philosophy the following needs have been determined, objectives established for implementation.

Community Needs

As a result contacts with existing agencies, employment security, factories, business, labor unions, churches, health Dept. family services, board of Education, high school existing studies by universities, extension services and local ethnic groups; the following needs have been determined:

1. Family planning (including birth control, prenatal care, nutrition) 35% of children brought to health center suffer from malnutrition, 97% of women of prenatal care and welfare recepients, majority have a child every year.

2. Literacy training - 32% of adults over 25 have 1-8 years of education.

3. Basic Education - 16% of adults over 25 have 9-11th grade education.

4. Poor Housing - quote newspaper". . . a menace to the well-being of the community and should become become a target of concerted public action.

5. Human Relations (including race relations) - 20% of synagogue interested in becoming better informed about problems and concess of Slum dwellers, solution to community problems, prevent militant anti-social activities 70% from B'nai B'rith to promote better race relations, prevent bad race relations.

6. Bricklaying course - numerous personal requests

7. Lathe operators - shortage in community training and job openings available.

8. Business Classes - request by individuals and the shortage in Microville for desired help.

9. Application & Interviewing Techniques - numerous requests
Various other classes are requests warrant
It is felt that these priorities are in direct concern and in no way conflicts with our philosophy.

After surveying these needs and after considerable investigation of the intensity of these needs the following priorities have been established by this committee

1. Family Planning, malnutrition and prenatal care
2. Literacy training
3. Basic Education
4. Housing
5. Vocational training

In accordance with these priorities the following have unanomously adopted as attainable and measurable objectives for FY 72.

Objectives

1. Through Courses in Adult Education including Nutrition, Family Planning and Prenatal Care a substantial reduction in birth rate and malnutrition as measured:
   A. Reduce malnutrition in children brought to the Health Center from 35% to 25% within the first year.
   B. A reduction in the number of women of welfare having children every year.

2. Through courses in Remedial Reading, elementary mathematics and communications skills a reduction in illiteracy from 32% below 8th grade education to 27% during the first 3 years of operation.
   A. Since 98% are not interested in this type of training only a small percentage reduction is attainable the first year.

3. Increasing the number of Adult age 22 and older attending school from 15.7% to 21% during the first year. This would include all adult classes. This objective applies to priorities, #2 Literacy training and #3 Basic Education.

4. Through the establishment of courses at home, property management and personal finances, through the establishment of community groups to promote low income homes of the community and noticeable improvement in homes of participating individuals.

5. Establish a lathe operators, courses to fill the manifest need in the community, also for brick layer and typists, for these occupations are measured by a satisfaction of employer orders for these occupations received by the State Employment Security Office.

In accordance with these objectives the following is proposed as resources to accomplish said objectives:

I. Family Planning
   - A. Funded by Extension Agency
   - B. Clinic facility
   - C. Bus Transportation
   - D. Doctor from Medical Center
   - E. Nurses available for teaching
   - F. Free birth control pills and devices

II. Nutrition
   - A. Funded by extension Service
   - B. Facilities - First Security Bank room including kitchen
   - C. Cooking & Banking - instruction available
   - D. Modern freezing process taught by Community College
   - E. Extension Service Specialist to teach also

III. Prenatal Care
   - A. Funded by Health Center
   - B. Taught by nurses which are available
   - C. Facilities - Health Clinic afternoons
   - D. Bus transportation available
   - E. TV spot promotion free

Literary Training

a. Objectives: through courses in remedial reading elementary mathematics and communications skills, reduce the number of adults with an education of 8th grade or less from 32% to 27% during the first 3 years of operation.

b. Facilities: community college has classroom available on Tuesday and Thursday evenings, Use of TV for informing the community.

c. Funding: The public school Adult Education Program has funds to provide for two additional courses

d. Instructional personnel: same as "c" above

e. Hardware and software resources: same as "c" above

f. Evaluation methods: Listed in the objectives. Also to increase the number of Adult age 22 and older attending school from 15.7% to 21% during the first year.

Objectives Adult Basic Education

a. Increasing the number of adults age 22 and older attending from 15.7% to 21% during the first year. This would include all adult classes. This objective applies to #2 Literary training and #3 Basic Education.

b. Facilities
   1. Vocational and technical school

c. Funded through
   1. Funds allowed for vocational technical school
   2. Five WIN positions
   3. Federal Funds allowed for ABE

d. Instructional personnel
   1. Mrs. Theodore Ross, gratified ABE teachers.
   2. Eleven vocational technical instructors.

e. Hardware, software resources
   1. workbooks, materials provided for ABE through adult education programs.
   2. labor union AV equipment

f. Evaluation
   1. After periods of one year, two years and three years determine whether the number of adults age 22 and older have been increased from 15.7% to 21%

Housing -
Home, property management and personal finance
   1. Involve synagogue in problems of the slums and use them as financial resources and contacts.
   2. Funded by extension Service
   3. Famility - elementary #1 classroom - Wednesday evening
   4. TV spot - free

House - upholstery
   1. Funded by extension service.
   2. Facility - Adult Education rooms in the church on Tuesday and Friday evenings
   3 TV spots

Local Committees formed within the ghetto area to promote better care of property and appearance of homes in the area and to involve HUD in promotion and aquisition of low income housing.

<u>Vocational Training</u>

Establish a lathe operation, brick layer, and typist course to fill the manifest need in the community. Other classes will be taught as requested.

Welding shop is available for use on Tuesday evenings. The high school has facilities for training bricklayers on Tuesday and Thursday evenings. The high school has facilities for mechanical drawing classes on Tuesday evenings, Lathe shop is available for use of Wednesday nights, high school has facilities for teaching modern planting procedures for small and large farms available for adult use on Monday evenings; application and interviewing techniques class under employment office and a television productions class at the local TV studio. The TV studio would also broadcast "spots" to announce the classes to the community.

Labor union has a large meeting facility (22 people) which can be used for educational activities on Monday evenings, physical facilities available for Community college.

Division of Rehabilitation Service has funds available for adult programs, funds are available for three classes under the Community College, the YMCA feels he has money available and will require it of his board. The director of Public Schools Adult Education and the Assistant Director of Vocational-Technical School feel they have funds and staff available to fund any class where there are 10 or more students.

d. The labor unions have a lathe operator instructor, there is knowledge of 2 lathe operator instructors, other instructors would come through funding resources listed under "c" above.

e. Hardware and software resources; as same as "c" above.

f. The fulfilling of the manifest need in the community as measured by a satisfaction of employer order for their occupational needs as received by the State Employment Security Office.

Conclusion

We feel that the above programs will meet the needs of the community as the needs were educated to this committee.

It is this committee objective to utilize the evolution methods to incorporate into next years program the strong points as indicated on the evaluations. The weak points that have been identified will be shifted or dropped depending on merit.

The committee will go to their various committees to determine the effectiveness of the programs operated the past year.

COMMUNITY WIDE PROGRAMMING
MICROVILLE COUNCIL 6-A

INITIAL REPORT OF MICROVILLE
COMMUNITY-WIDE ADULT EDUCATION PROGRAM

Introduction

The Microville Adult Education Council has met at the request of the Mayor

during the last few weeks. Members of the Council represent major adult education institutions in the city, as well as private agencies whose interests are related.

The Council has taken the position that continuing education should be available to all persons 16 and over, both high school graduates and non-gradulate; that opportunities provided should relate to individual and community needs; that all education facilities should be used to the maximum; and that such opportunities should be especially geared to meet the needs of persons outside the system and needs of persons not now served appropriately with the system.

The Council has surveyed the community to identify needs, both felt and unfelt, and has sought to determine the resources available. It has set priorities among the needs and has made recommendations how resources may be applied.

The Council believes first priority must be given to vocational programs designed to improve the performance and earning capacity of disadvantaged persons. Second priority must go toward leadership development in the economically poorer section of our city. Third priority has been given to personal improvement programs, particularly those intended to improve family stability. Finally, we believe attention must be given to a community wide avocation or recreational education program designed to foster greater social contact among the many segments of our community.

The Council has, therefore, developed the follow-up program to meet these objectives and has set forth criteria according to which the success or lack of success of the effort may be measured. The program is organized to five objectives.

A. Attainable Objectives

1. Objective

Improve the earning or performance capacity of at least 200 under-employed individuals through training and basic education classes. To include:

a. training of at least 100 individuals - bricklaying, welding, lathe operating, and typing.

b. Institution of at least three open-ended refresher courses in typing, accounting and business management, and mechanical drawing.

c. Institution of basic education and high school completion courses for employer's requesting such assistance for employees

Measurement

Will contact employers to determine increase in higher salary, performance or responsibility ------ assumed that increased skill will result in increased salary or responsibility.

Better attitudes towards vocational programs.

2. Objective

Initiate leadership training programs for residents of slum community. In this respect, the Council has voted to include two representatives of that community on the Council.

Measurement

a. We might expect increased organized demands for services
b. Increased neighborhood applications of self-help strategies
c. Increase in participation of minority persons in community councils, committees, etc.
d. Creation of adult education council including community leaders from community.
e. Better attitude towards non-academic programs and occupations

3. Objective Initiate family relations clinic that will initiate courses, workshops, etc., and will provide counseling, family planning, legal, and related services.

Measurement

Would expect decrease in divorce and separation rate
decrease in juvenile delinquency
decrease in birth rate among welfare clients

4. Objective Institute community relations program with military base to meet needs of base ------ suggested activities being provision of educational tours of area, recreational and social activities, adult education courses, and inclusion of councils.

Measurement

Would expect:
attendance by military personnel would increase in general community activities - better military tour relations
increased economic conditions of community in merchandising and leisure activities.

5. Objective Institute community-wide vocation-recreation program and educate community on values of sucha program

Measurement

Expect increased activities and enrollment, change in leisure time activities survey,
decrease mental health problems
increase general health index
betterment in attitude toward schools

B. FACILITIES

The following agencies have expressed willingness to provide space:

a. the bank
b. public health center
c. protestant church
d catholic church
e employment office council
f. military for their personnel
g. labor union hall
h. synagogue

i. library
j. YMCA
k. women's civic center
l. high school
m community college
n. elementary 2
o. museum
p. radio, television, and newspaper
q. factories
r. insurance agency
s. civil defense

(see attached schedule)

C. Funding

(1) Vocational Training
WIN ,MDTA, OJT, New Careers, NYC, Factory Funds, Board of Education, Labor unions, Vocational Rehab;, Dol, Extension Service

(2) Leadership Development
Board of Education, B'Nai, B'rith, Extension Service, Chamber of Commerce, Human Relations Institute, Jr. Women's Club, Civil Defense

(3) Family Relations Clinic
Catholic Church, Board of Health, Board of Education, Extension Service, Baptist Church, Jr. Women's Club

(4) Community Relations w/Military
USO, VA, Board of Education, Chamber of Commerce, Civil Defense

(5) Avocation-Recreation Program
YMCA, Women's Civic League, USO, Kiwanis, Lions Library, Museum, Police Department, labor union, banks, radio and T.V. stations, Board of Education, Rotary, B' Nai B'rith, Jr. Women's Club, National Secretary's Association, etc.

D. Instructional Personnel
Specific sources of personnel identified in the community follows:
Instructional Personnel

Personnel	Time	Course
Robert Smith	Evenings	ABE Contemporary History
Mrs. Thev. Rose	Evenings	ABE Reading Basic, ABE
Raymond Shelton	Evenings	ABE Human Relations Seminars
Catholic Church	Evenings	ABE Family Relations
Frank Huntley	Evenings	ABE General Interest Claims Council
Mr. Jeffery Bert	Evening	ABE Adult Education - Chemistry & Science
Mrs. Jennifer Waltors	Evening	ABE Education & Recreational Programs
Roger Rasmusheun	Evening	ABE Art Appreciation Course

B. Facilities Schedule

Key X = Schedule in advance

	Mon.	Tues.	Wed.	Thurs.	Fri	Sat.
B. Layer - H.S.	P.M.			P.M.		
A. Mec. H.S.	P.M.					
D. Hyg. COM. COL.	P.M.					
Typing H.S.	P.M.		P.M.			P.M. COM. COL
Sci. Lab H.S. COM. COL.	H.S.			P.M.		
Non Credit		P.M.				
Insurance	X	X	X	X	X	X
COM COL. (any)	X	X	X	X	X	X
Lang. Lab. COM. COL.					P.M.	
Syn. (any)	AFT.	P.M.	AFT.	P.M.		
Elem. 2 (any)	P.M.	P.M.	P.M.	P.M.	P.M.	
Lath Shop H.S			P.M.			
Weld. H.S.		P.M.				
H.S. (any)	P.M.	P.M.	P.M.	P.M.	P.M.	
Agriculture H.S.	P.M.					
Home Ec. H.S.	AFT.					A.M.
Mod Freez COM. COL.			P.M.			
Arch. Mus.	X	X	X	X	X	X
Rad. & TV (Guide tour)	X	X	X	X	X	X
Comm. Col Observatory			P.M.			
Catholic Ch. Family Relations	X	X	X	X	X	X
Library		P.M.				P.M.
Bank (any)					P.M.	
Civil Defense	X	X	X	X	X	X

Personnel	Time	Course
Museum Assist Director	Evening	ABE Archeology Courses
T.V. Manager	Evening	T.V. Production
Mary Lowe	Evening	ABE Dramatice
Professional Groups	Evening	Leadership Development
(1) Doctor (Med Center)	Evening	Family Planning
Elizabeth Panrod	Evening	ABE H.S. Completion
Katherine Winters	Evening	ABE H.S. Completion
(2) CPA Prof. Build.	Evening	(short term) Income Tax Calculations
E.S. Director	Evening	ABE Counseling Interviewing Tech.
Joyce Kelley	Evening	ABE Self-Improvement - Consumer Edu.
Labor Union	Evening	Counseling Service Factory Workers for Self-Improvement
E.E. Pershee	Evening	

The factory has agreed to provide a number of instructors for job related courses

The Labor Union has pledged (2) lathe instructors.
The Board of Education will provide 10 part-time instructors.
Women's Civic Center will provide senior citizen programs.

E. Hard & Software Resource

The Women's Civic Center, the bank, the labor union and the library have made available audio-visual equipment.

The USO and city bus lines are providing transportation for certain activities.

In terms of software, a long list of contributors have made commitments:
library
museum
radios & T.V. stations
USO
health department
baptist church
catholic church
clubs
extension service
chamber of commerce

Section F: Evaluation

1. Objective I

Objective one will be reached when according to survey, at least 100 persons have been placed on jobs in bricklaying, welding, lathe operation and typing. Close relationship will be maintained with E.S., the labor unions. industry, military and the clients themselves.

The survey will determine if salaries have increased, skill has been increased and the trainees have been able to assume greater responsibility.

2. Objective II

Objective II will be measured by use of written and oral surveys to city and county officials to determine (a) increase in demands for services (b) increases for self-help. (c) increased numbers of low income and minority

persons effective on committees. (d) the establishment of an adult educational council including community leaders and representatives from the slums (e) a follow-up attitude survey of residents to determine change in attitude toward non-academic education programs.

3. Objective III

Objective III will be reached when the separation rate, birth rate, and rate of juvenile delinquency are decreased as evidenced by the statistical information produced annually.

4. Objective IV

Objective IV will be reached when military personnel show greater participation. A survey will be made of military leaders and a representative sample of personnel to determine increase participation in the total community.

5. Objective V

Objective V will be measured by follow-up survey of leisure time activities and statistical information of physical and mental health and by attitude toward the school as evidenced by participation and acceptance of tax support.

6. Proposed Follow-Up Activity

1. Meetings will be held on the first and 3d Tuesday each month at 2 p.m. in the Mayor's office to review the progress toward achieving goals.

2. The committee will request quarterly reports from the sponsoring agencies as to enrollment, use of facilities and financial status.

3. The committee expects to remain flexible and respond to needs that appear in the future as well as adjust objective to be in harmony will the desires of the people of Microville.

SUMMARY

This report is submitted to the Mayor and the city council as the initial report of the Adult Education Council. Upon approval by the Mayor and the Council, we will act to implement the plan, develop specific details of recommended programs, and work out conflicts that arise during implementation.

We appreciate opportunity to serve you. We trust that our work is acceptable in the light of time considerations and community pressures.

Following one year of questions of a well-organized and coordinated Adult Education program in Microville, citizens will indicate a 20 percent increase in their support of a total Adult Education Program in their community as measured by:

a. A sampling of the general public by a pre and post questionnaire as administered by the Adjaz Public Opinion Survey Corporation.

2. Increase the number of Adults in all section of the community in Adult Education as follows:

a. Organizing a course in Basic Reading and math skills

b. Vocational skill course
c. Cultural enrichment course.
d. Hobby, arts & crafts and other related courses as desired.

The criteria for determining goal attainment is to be measured by:
a. Enrollment
b. Successful completion of course
c. Utilization of learned skills
d. Import on community
    1. Reduce crime rate
    2. Reduce Welfare rolls
    3. Increase jobs efficiency and job satisfastion
    4. Improve relationships among all economic levels in societial groups of the community.

3. Through the cooperation of community resources and operation of relevant community facilities in Microville for a period of two years. The citizens will indicate an increased support of adult and continuing education as measured by:

    a. an increased percentage of adult enrollees
    b. an increased number of public facilities available to adults
    c an increased number of private facilities

COMMUNITY WIDE PROGRAMMING
MICROVILLE COUNCIL 1-B

Introduction

The Microville community-wide Education Adult Education Program was initiated in June, 1971, by Mayor Snider through organizing of a community adult education task force consisting of representives from a cross section of the citizens within the community.

The mayor's task force began immediately in its study as follows:
a. Developed a philosophy of Adult education
b. Developed a strategy for identifying the needs and wants of the citizens
c. Surveyed the needs and wants of the Citizenry
d. Assigned priorities to those needs and wants
e. Surveyed human resources, familities, hardware and software resources, and possible sources of funding
f. Determined objectives in measurable terms.
g. Attempted to coordinate all segments of the information made available into workable plan for immediate implementation.
h. Reported all task force activities along with recommendations to mayor Snider.
i. Awaited further instructions and directions from the mayor.

Exhibit II

Collect data from all existing agencies, collect data from news media (including radio and TV)
Survey going to Industry
Survey going to People door-to-door

Write to (PTA) neighboring community (who has already completed this)
May need to hire it done (if money is available)
See how it matches the needs of the people.

Typical questions for Individuals

1. Do you feel the need for increasing your vocational proficiency? If so, what areas?

2. If the following classes were offered at a minimum cost at a convenient time, which one would you enroll in?

Collect Data
Age
Cultural
Educational Background
Employment Potential (available)
Handicapped
Employment Skills
Experience
Marriage statistics - dependents

Needs and wants by priority

Client Need in Priority
1. Basic Education
2. Financial Counseling
3. Family Relations
4. Job Application Techniques
5. Auto Mechanics
6. Typewriting
7. Income Tax (personal)
8. G.E.D. Preparation
9. English
10. Machinist
11. Civil Defense
12. Construction

RATIONAL

Education
90% women asking for prenatal care were illiterate
Request for G.E.D.
Pay incentive for factory workers -- H.S. Diploma
High percentage on welfare
Supermarket pays time off

Financial Counseling
Number of requests
Banker offered course
Average Income $3200

Family Relations -- Job Application
High requests
Illiterate expectant mothers

English Auto Mechanics - Typewriting, Income Tax

Frequent requests, Machinist
Labor Union Offered Training

Civil Defense
Offered Classes

Construction
Need for cleaning up slums

Funding Narrative

Coordination of funds are vital to the success of this adult Education Program. Money is available for present needs but resources will have to be developed for expansion and additional of programs. Funding is mainly concerned with salaries, tools and equipment. The sources of funds are listed below:

1. State Board - Funding
2. U.S.O.
3. Labor Union (Counseling)
4. Philanthropist
5. Civil Defense
6. Community Clubs
7. Y.M.C.A.
8. Federal Government
9. University Extension
10. Board of Education
11. Community Group
12. Bus Transportation
13. Library
14. B'Nai B'rith
15. Factory
16. Medical Profession and Synagogue
17. Vocational Rehabilitation
18. Museum

Summary

Hopefully the microville experiences and planning completed by the task force on adult education will meet the approval of the mayor. This committee has attempted to explore the instructional areas and areas of program development as well as to formulate a plan.

The designers of this program are attempting to provide educational opportunities, develop imaginative planning and effectively rise the community resources in city-wide programming for the mutual benefit of all concerned.

MICROVILLE FACILITY 1971-72

Resources	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
College	all physical facilities, classroom & health		Home economics Modern Freezing P.M.	Classroom - AV Non credit	Language Lab PM	Typing - AM Archeological AM	
Synagogue	3 rooms 30 people (ea) afternoon	3 rooms 30 people (ea) evening	3 rooms 30 people (ea) afternoon	3 rooms 30 people (ea) evening			
High School	Lathe Shop-PM Mechanical Dr. Ag Class Shop PM	Brick Laying PM Mechanical Drawing	Mechanical Drawing	Brick Laying PM Mechanical Drawing	Auto Mechanism Mechanical Drawing	Brick Laying AM	
Insurance Agency	Classroom Insurance	Classroom Insurance	Classroom Insurance	Classroom Insurance	Classroom Insurance	Classroom Insurance	
Factory Manager	Shop - PM Facilities	Shop Facilities	Shop Facilities	Shop Facilities	Shop Facilities	Shop Facilities	
Museum	Archeological space avail.	space available	space available	space available	space available	space available	
Civic Center Home	One room AV	One Room AV	One Room AV	One Room AV	One Room AV	One Room AV	
Field House	Gym - Teen PM Arts & Crafts Rm	Arts & Crafts stage, gym(Rm available	Gym (teen) PM Arts & Crafts Afternoon (Rm	Arts & Crafts Rm Gym Available	Gym (Teen) PM Arts & Crafts Rm	Arts & Crafts Rm	
Extension service		class - PM Income tax		class - PM Income Tax			
Soul Complex	Rehab Training	Rehab Training	Rehab Training	Reahb Training	Rehab Training		
USO	Educational tour		Educational Tour				
Protestant Church	5 classrooms 1 meeting rm	5 classrooms 1 meeting rm	5 classrooms 1 meeting rm	5 classrooms 1 meeting rm	5 classrooms 1 meeting rm		
YMCA	swimming PM	swimming PM	swimming PM	swimming PM	swimming PM	swimming PM	

Jr. High	C - Classrooms			S - Shop			R - Recreation											
	C	S	R	C	S	R	C	S	R	C	S	R	C	S	R	C	S	R
Total	10	6	5	11	4	4	11	3	3	12	4	3	6	5	2	3	4	1

GO TO CHURCH SUNDAY
-SUPPORT YOUR LOCAL MINISTER

COMMUNITY WIDE PROGRAMMING
MICROVILLE COUNCIL 2-B

The Adult Ed. Council in Microville proposed a statement of philosophy and objectives as a guide in planning an effective Community Wide Adult Ed. Program.

The council then made a survey of the needs and wants listed by priority as expressed by the citizens of Microville.

After the needs and wants were determined, the council set up six objectives as a guide to implementing the program.

The council has now secured the needed finances families, personnel, equipment and program schedules for an "Action" program in Adult Education. The classes and activities to meet the established goals are listed as follows:

Section I - Community Wide Adult Education Program in Family Planning.
The Council through a survey conducted among lower income people has determined that family planning program is one of the cities most urgent needs. This survey is further substantiated by the high level of priority placed on the program at the National level.

A. Objective: To provide access to adequate and acceptable family planning and birth control information to all residents of the community. Special emphasis will be placed upon the ghetto areas and the low income population.

B. Facilities: Microville Health Center. (a) Examining rooms (b) Study room (c) Facilities will be provided free of charge by the center director.

C. Funding: The extension service will provide funds to purchase supplies, medications and birth control and to hire personnel to staff the clinic. Devices providing that we can enroll sufficient numbers from the low income group. Facilities will be donated by the Health Center three evenings per week from 5:30 - 9:00.

D. Staffing: The health director has indicated he will be able to get local physicians to donate time to staff the clinics. Nurses and volunteers associated with the health clinic will provide the general educational classes associated with the clinic. Nurses in consultation with the physicians will provide individual counseling. Both individual and group sessions will be utilized.

E. Hardware and Software: Physical facilities including examining rooms and instruments will be provided by the health clinic. Supplies and materials will be purchased by the extension service.

F. Evaluation: The effectiveness of the program will be based upon (1) Increase in number of clinics held. (2) Increase in number of persons attending. (3) Increase in number of Pap Smears taken. (4) Increase in number of birth control devices distributed.

Section II -- A program for High School completion for High School dropouts.
In order to meet the needs of the community in the area of high school completion for high school dropouts the following plan is proposed:

Beginning September, 1971, a comprehensive high school completion program will be sponsored by the Microville Board of Education. The objective of this program will be to provide resources and facilities for citizens to take classes for credit to be applied toward a high school diploma and to raise the overall educational level of the community.

A. Facilities: The following facilities are available for use in the program. (1) The community college has 80 classrooms. Some are available during the evenings. (2) The community college has a gymnasium available for physical education classes. (3) The community college has a language lab available. (4) Room 105 at the Microville High School is available on Monday evenings.(5) The Catholic Church has a room available Thursday evenings. (6) The bank has a community room available for classes. (7) The Board of Education presently has an adult education program which includes 19 high school completion courses available. All courses are presently filled. (8) Extension Agency Director has money.

B. Funding: The following funds are available for possible use:
(1) The Extension Services has funds available to use for clients. Many clients could qualify for these funds. (2) Board of Education has funds available for the development of courses in human relations. (3) The Director of the Public School Adult Education has funds for two classes. (4) The Community College has funds for two classes.

C. Instructional Personnel: The following teachers are available to teach classes: (1) Director of A.E. has applications from: 5 teachers who want to teach physical ed; 2 teachers who want to teach English; 2 teachers to teach algebra; 5 teachers to teach American History. (2) 1 chemistry teacher is available for teaching science. (3) 1 math teacher available.

D. Evaluation Methods: At the end of the 1971-72 school year two criteria of success will be evaluated. These are (1) increased number of high school diplomas; and (2) an increase in the educational level of the community. This will be measured over a 5 year period.

Section III -- Skill Development Program (Vocational Education)

To develop the skill levels of the unemployed, under-employed and entry worker in Microville. Not only to meet the needs of industry but to develop a pool of skills to be used in community industrial expansion. The following levels are planned:
A. Typing: Facilities at community college typing room. WIN money will be used to finance the hiring of teachers.

B. Brick Laying: Vocational high school has openings in a MDTA Program. Mr. James Richardson, a vocational teacher, is available as an instructor. He has 15 years experience.

C. Automotive Repair: (auto mechanics) The labor union has a large facility that can be used for Monday evening class work. An instructor is available with 15 years experience. Exploration will be made with the union

for rental of space for the shop work. If none is available, local garages will be contracted to develop space for this part of the instruction.

D. Livestock Care and Feeding: Mr. Brown and instructor is available to teach this course. This training outside of classrooms will be done on farms, closely supervised by extension services. Classroom training will be done at the high school on Tuesday evenings.

E. Mechanical Drawing: The high school has facilities for a mechanical drawing class on Satruday mornings. Assistance was requested from the vocational and technical school for instructors. These will be provided. There is an unfilled demand of skills using this training.

F. Machine Shop (lathe operation): There are two lathe operators available as instructors. Arrangements were made with the vocational and technical school for use of their familities in the evenings for this training.

G. How to Apply For a Job: The lack of this skill often times is the main barrier to employment. The employment service will provide the instructors and facilities.

Section IV

A. Recreation Classes:

1. Facilities: Community College, The Field House, Y.M.C.A., high school Municipal Swimming Pool, and city parks.

2. Funding: Volunteer teachers, established programs, and nominal fee charge.

3. Instructional Personnel: Police Department, volunteer instructors, present staff (city and Y.M.C.A.) and volunteers.

4. Evaluation Methods: Use of facilities and deliquency rates.

B. Home Economics

1. Facilities: Community College, high school extension service, Jr. high school, Insurance Agency Bld.

2. Funding: Extension Service Funds, School Adult Education Funds, Community college.

3. Instructional Personnel: Teachers in present programs, Extension Service Staff, local insurance agency manager.

4. Evaluation: participation

C. Social Problem Classes (include objective of family functioning)

1. Funding: Board of Education has federal funds, Community College funds.

2. Instructional Personnel: Purchased by federal and Community College funds.

3. Evaluation Method: Participation increase, volunteer increase in recreation programs, and decreased juvenile delinquency rate.

COMMUNITY WIDE PROGRAMMING
MICROVILLE COUNCIL 3-B

The Council's activity in determining the community-wide program was done by collecting information from different organizations and agencies to see what was available to the community. Also, a questionnaire was given to the community to determine their wants and needs. From this the councils worked out their stated community objectives with the facilities, funding, instructional personnel, hardware, and software resources available to them.

Lathe Operator Joint Project

Objective

A. 33 trained lathe operators placed on full time jobs.

B Facility - lathe shop is available at the Voc-Tech School for evening work on machine application of techniques learned in theory classes. Classrooms available.

C. Funding - is available through extension services, Voc Ed funds. WIN funds also available.

D. Instructional Personnel - labor union has funds available to pay slaaries and will choose qualified people from their membership.

E Resources - hardware is provided by Voc-Tech School through regular channels. Trainees recruited through news media, commitment from T.V. mgr. received; through social service agency; Employment Security, who will ensure 30% trainees will be non-white disadvantaged.

F. Evaluation - initial evaluation in simple placement figure of trainees who have secured full time work as lathe operators. Secondary evaluation conducted on 180 day and one year basis for number of trainees still at work.

Objective #2

Given the existence of a significant non-white population in Microville for whom housing and job opportunities are limited; developing slum areas in both low-income white and minority neighborhoods; increasing militancy among socio-economically deprived groups; and growing concern among all social strata for improving the quality of community living, the institutions and agencies represented and the Council will provide cooperative leadership in achieving the following objectives during the next _____years:

(1) Decrease unemployment 50% through intensive programs of education, training and job placement.

(2) Eliminate discriminatory practices in housing, employment and recreation.

(3) Reduce racial misunderstanding, militancy, and conflict through the establishment of representative neighborhood councils, forums, discussion groups, etc.

(4) Increase educational level of 1,000 under-educated adults by providing Adult Basic Education Program, volunteer tutoring services, bilangual classes, etc. at the neighborhood level.

(5) Institute 5 new multi-rural cultural and for recreational programs. Objective #5 Job openings and how to apply.

A. The employment Service and industry reports many jobs available (65 lathe operators, 32 forum workers, etc.) but the employment service indicates that the majority of individuals seeking employment lack knowledge in how to apply for jobs, and conduct during interviews.

B. Facilities: Familities in which to conduct training programs for job seekers are available in the womens community center and at the Employment Service. Audio-visual materials are available from the schools and from the labor union.

C. Funding: The labor union provides counseling services for factory workers who want to upgrade their positions by engaging in educational programs. The employment has also indicated that they will provide instructors and facilities to teach individuals how to apply for job.

D. Instructional Personnel: as stated before, instructors are available from the union and from the Employment Service.

E. Hardware and Software Resources: Probably the only requirement in the area is for some audio-visual training aids. These are available as stated under item (b). Also, available from the church.

F. Evaluation Methods: A complete set of records showing names and data on individuals attending the training sessions should be kept. Follow up of individuals attending the sessions, showing status before attending, acceptance during the session and job status after through session should be made at 3 month, 6 month, one year, and 3 year intervals.

Note: Two members of council l[illegible] the area and Major failed to appoint replacements. Therefore, data ar[illegible]issing on two objectives.

COMMUNITY WIDE PROGRAMMING
MICROVILLE COUNCIL 4-B

Implementing an Operational Community-level Adult Education Program

Unemployment Objective (Strategy for resolving or implementing objective)

Lathe Operators

a. Openings are available for 65
b. Have paid instructors - local union
c. Lathe shop available on Monday night
d. Placement through employer office

Secretaries and Typing

a. 21 openings (2 being created through A)
b. Teacher but no money for instruction
c. Money for four instructors (extension agency)
d. 3 rooms in high school (equipment)

Welders

a. 16 welders
b. Teachers available
c. Money for instructors
d. Rooms and families at Extension Education

Creator of Jobs for 1270

1. WIN program will allow us to set up training program for 600 people (OJT and institutional),
2. Employment Service will develop OJT slots (240 people) (360 in institutional)
3. 670 we will train in occupational shortage area. These areas will be developed or supplied by Employment Service.
4. Industrial development and expansion by local Chamber of Commerce, elected officials, and bankers.

Summary: (2600 unemployed)

a. 123 unemployed people being employed through training and available job openings
b. 600 unemployed people being taken care of through institutional and on the job training programs. Through the WIN program.
c. 670 unemployed will be trained in occupational shortage by employment security, Chamber of Commerce, and government officials.
d. 50 unemployed involved in Job Corps.
e. 1150 unemployed to be employed as follows:
    a. 15 recreational directors
    b. 50 recreation instructors
    c. 200 construction workers
    d. 175 Health and Nutrition instructors and aids.
    e. 15 people to train the new instructors and aids for health and nutrition programs.

Total employed through Community planning is 2898. Our goal was to put 2600 people to work.

Creation of an Informational Program

According to a recent Board of Education newspaper release, 32% of the adults of Microville who are now 25 years of age or older never completed the eighth grade. Another 16% never completed high school. There are numerous dropouts in the group under 25 years of age, also.

It is certain that many of these people are not acquainted with the various opportunities now available to them to complete their high school education and/or get additional education. In addition to vocational needs there are health, recreational and other problems.

The council has decided upon the following plan to help remedy this information problem.
1. An information committee will be organized. The T.V. studio manager will be asked to lead the committee.
2. The Board of Education will be contacted to see if a public information plan may qualify for federal funds now held by them for community improvement. This would defray expenses of assembling, printing, and distributing any written materials decided upon. The local banks and local factory are also possibilities for working funds.
3. The local high school, the Community College, the Job Corps, the WIN program, the employment office, and church leaders, the library and all other institutions now providing any adult education will be asked to summarize their offerings and related information as to costs, eligibility, etc.
4. The PTA and other volunteer groups will be used to contact residents personally.

COMMUNITY WIDE PROGRAMMING
MICROVILLE COUNCIL 5-B

The Microville Adult Education Council has selected six areas for program development. It is felt that the following programs will adequately meet the instructional needs of the community as indicated by our research of community needs.

ABE Program Development

A Objective
To provide instruction to the 36% of the population that has an 8th grade education. The purpose of this program is to raise the educational level of the individuals involved to a point where they can compete in a high school completion program.

B. Facilities
This program will be conducted in the Baptist Church educational wing each evening from 7-10 p.m.; five days per week for 45 days.

C. Funding
Funds will be obtained from ORS and WIN on a case service basis

D. Instructional Personnel
Sally Field, a 6th grade teacher, with experience in ABE instruction will conduct the program.

E. Hardware
Books, supplies, and etc. will be purchased from ORS and WIN funds

F. Evaluation
Evaluation will be based on:
1. The number of individuals enrolling in the program vs. the number completing
2. Objective measures administered at the beginning and ending of the program.

ABE (Basic Living)

A. Objective
1. Offer instruction in money management, meal preparation, child care, and household maintenance.
2. Give instruction in contemporary methods of birth control. It is anticipated that this program will impart improved living standards to low income (welfare) mothers. It is also hoped that part 2 of the program will reduce the birth rate in this group.

B. High School classrooms will be utilized from 3:30 p.m. to 6:30 p.m. five days weekly, for 45 days.

C. Funding
Funding will be provided by the local extension service

D. Instructional Personnel
Mr. John Casway, extension agent and Mrs. Ethel Henderson, home economics instructor at the Junior High, will be the instructors conducting the program.

E. Hardware
Foods, instructional material, and supplies will be provided by the extension service.

F. Evaluation
Evaluation will be provided by before-and-after home visits to and interviews with students involved.

A. Objective
Establish a more effective high school completion program in conjunction with applicable institution. This will be measured at the end of one year by:
1. Increased numbers of people receiving high school diploma.
2. Increased numbers involved in program.
3. Increased numbers of people in advanced programs.

B. Facilities
The high schools will be used in the evenings. All of their facilities will be made available. This would also include the vocational school.

C. Funding
The school district will budget for the program and will be the major source. Funds will also be available from WIN, ORS, MDTA on an individual basis. Each student will pay a tuition fee to help with expenses.

D Instructional Personnel
Courses will be offered on a needs basis. With the possibility of all courses necessary to gain a diploma. Instructors will be furnished by the school district and vocational school. The classes offered and instructors will be left up to the institutions involved.

E. Hardware and software resources:
The major resource will be the school district. We also use funds from WIN, DRS, MDTA.

F. Evaluation
There will be continuous evaluation provided by the school through tests given. The Adult Education Council will maintain contact with the institutions and the community to evaluate the schools' and communities' feelings about the program.

The Adult Education Council of Microville can only act as an agent to recommend and to facilitate the program. It can also determine needs for the community.

Recreation

The objective of the recreation program in Microville is to develop a greater degree of community spirit and activity. Through local surveys it has been discovered that 83% of the population would like instruction as to participate in leisure time activities.

The local field house will be available for swimming and basketball and tennis activities every evening from 6 to 9. Instructors will be available in these three sports from the local high school. The instructors will donate their time and the rental fees will come from the local school board.

The local Golden Hours Center will offer book reviews twice a week with the local library furnishing the reviewers along with volunteers from the local literary club. There will also be a class offered in bridge held each Saturday afternoon. It will be taught by the officers of the local bridge club.

The police department has volunteered to sponsor and coach ten little league basketball and football teams. They will receive financial help from the chamber of commerce and local business men.

These activities will be easily evaluated by the amount of participation by the Microville officials.

Occupational Training

Objective: By the end of the first young adult occupational training programs the following results will be attained:

A. The framework will be established for relating training programs to projected job openings.

To accomplish this, a subcommittee was formed with the representatives from employment security, industry, labor unions, community between programs, and local elks club and of civic employees. This committee has identified:

1. That there is a need within the industry of the community; for 65 lathe operators, 15 apprentice brick layers, and at least 20 clinical workers.

2. Surveys indicate that workers are available who are interested in the training courses.

3. Although labor unions have no training facilities, they are willing to cooperate.

4. There is a need for company programs to help civic and industrial workers to upgrade their capabilities.
Evaluation: The objective is presently met.

B. Trained workers will be available for these positions listed by employment Security as being reflected at the beginning of the year.

Implementation:

The new courses selected for this year were lathe operators, clerical workers, and brick layers. The community college will fund two of these programs; lathe operators and clerical workers, while the Voc-Tech high school will broaden its enrollment on an ongoing bricklaying class. The two institutions will cooperate in referring students to each other's classes and in providing training.

The lathe operators class will enroll approximately 5 students and will utilize the facilities of the high school on Monday nights; the facilities of the community school on other nights and for daytime classes, if any. The extension service has referred two qualified part-time instructors to the college and the college has two regular classes with some vacancies.

The clerical workers class will be enrolling 50 trainees; 25 on regular daytime classes. This will be flexible and can be adjusted if necessary.

Evaluation: A final evaluation is not possible until the year is completed, but the base will be established and cooperation with referring agencies and industry should make placement possible for qualified trainees.

C. Training programs will be underway to meet the identified employment needs of the community for the coming year.

Implementation: Follow-up on plan
Evaluation: not possible until year is completed.

D. 1. At least one program will be operational to train civic employees for promotion.

2. At least one program to develop skills needed by industrial workers for advancement at their place of employment.

3. As a result of programs at least 10 workers will advance becoming higher skilled.

Implementation of D:
Under-educated people, including garbage collectors, will be able to enroll in ABE programs.

The council approved proposal for new Career Program, funded by Economic Opportunity Act (15 people).

Evaluation: No opportunity to evaluate effort as yet but program will be operational.

Vocational Tech.

Objective: To provide educational and training opportunities for local people who desire to promote personal growth and gain higher status through our community wide adult education program. The self-desired needs and wants of the participates will necessarily be of primary importance and services provided shall be coordinated among people concerned and responsible agencies.

Facilities: High School Vocational Tech. facilities shall be used to render Educational services to the local and surrounding area of Microville.

Courses to be offered will include:

1. Mason and Brick layers (27) MDTA Fund available, taught by Mr. James Richardson
2. Auto Mechanics
3. Welders (16)
4. Clerk-typist
5. Practical Nursing
6. Dental Hygenists
7. Insurance claims Adjustment Business
8. Vocational Rehabilitation Program - fund available
9. Neighborhood Youth Corps (filled)
10. The Job Corps
11. Sewing and cooking classes

Funding: To cover these training will be made available through various resources: State, federal, MDTA, ORS, WIN, funds, JOB CORPS, NYC and local supporters.

Instructional Personnel: There are a number of qualified teachers available on staff who can do a sufficient job in teaching the adult classes.

Although many adults felt that more science and fewer vocational subjects should be taught in high school, many also indicated a need for a trade or technical school in their community. Almost two-thirds of the men and over two-thirds of the women felt that a trade or technical school was either important or urgent as a need in the community.

Civic Improvement

The objectives of these programs are to make the citizenry of Microville more aware of the physical appearance of the area, to develop an increasing amount of civil pride and to upgrade communication abilities between decision-makers in the community. Also a by-product of these programs would be a concentrated effort to get the major more conversant with Adult Education and more supportative of our efforts toward civic improvement.

The facilities needed here are rather vague as we will have to work with civic organizations, health forces (as the nine doctors in the Medical Center), the TV station, the newspaper, and communications and human relations instruction from the Community College. It is planned to use the Labor Hall on Monday evenings during the year when large public meetings are held, and we have cleared with the high school to use as many as six (6) classrooms on week-day evenings. These two places were chosen as being geographically suitable and as places where all facets of the population would feel comfortable. The Labor Union A-V equipment will be used for slide projectors that the TV photographers will take of our fair city.

The financing cost of these programs will be minimal as the major expenditure will be in time and energy. The funding for the beginning seminar on a local study of pollution will come from the doctors at the Medical Center. The housing conditions in our poverty areas will be publicized by our local newspaper and TV station as a public service. This will be the beginning step in attempting to organize the residents of these areas into neighborhood improvement groups by the Director and Ass't Director of the Extension agency at no cost to the council.

The class or seminar on ecology and/or pollution will be taught by Chester Cartwright of the Extension Agency as part of his job. Also after the neighborhood councils are formed there will be poverty people join the money management and budget classes taught at the high school through ABE and financed through WIN and ORS.

The evaluation of these programs will be extremely difficult in a one-year period for this approach takes a much longer time to show any measurable change.

The initial changes to be looked for are: attitudinal changes in the mayor and the city council, neighborhood organizations being formed especially in the poverty pockets, Community-wide interest (and organization) in ecology, the degree of involvement by the mass media, et al.

This approach is frustrating but the experience of striving is worthwhile.

COMMUNITY WIDE PROGRAMMING
MICROVILLE COUNCIL 6-B

Continuing Education - A study in Community Cooperation

THESIS:

It is evident that people beyond the reach of the public schools have needs which should be met in programs of continuing education.

Programs must be designed for individuals to gain basic vocational skills which have built-in opportunities for up-grading to insure continuing employability. It is necessary that activities be designed which help them grow in self-enhancement through wise use of leisure time. This implies that there needs to be breadth and width in these programs sufficient to help people gain interest and skills to carry on throughout their lives.

Agencies of society must help identify the needs of individuals and encourage them to seek training to meet their needs. These individual needs must be coordinated with the needs of society.

Resources of the community have been initially identified and made funcationally productive in adult education programs. A search for new and continuing resources must be on-going.

It shall be the function of the Adult Education Council to develop cooperation and coordination among the various agencies of the community and generate funding potential from all available sources.

Statement of Need:

Surveys were conducted by the Council in the following areas: Employers and Industry, Schools -- to include college and other post-high school institutions, recreation and self-enhancement. The Chamber of Commerce had conducted a similar survey and established priorities for adult needs in the community. There was no significant difference in the findings of the surveys.

As shown by the survey data, more employment is the greatest need in the community followed by a need for more industry. Better schools and the addition of a trade-technical school were listed a third and fourth needs. More and better playgrounds, a recreation center for youth and the need to develop recreational facilities were listed as sixth, seventh and ninth respectively. The other two areas identified were better roads and streets (5th) and community clean-up (8th). From these data the following objectives were formulated. It should be noted that the objectives are in priority order from top to least, in numerical order.

1. Given an intensive training in their determined area of vocational need participants will be able to apply for and obtain and hold jobs of higher earning potential than those previously held as determined by:

   a. reduced welfare assistance roles
   b. reduced unemployment
   c. general improvement in standard of living of the participants by survey response.

2. a. Upon completion of an Adult Basic Education course the participants will be able to complete the GED test at a level of 51% total score or better.
   b. Through a course in reading and word-attack skills the participants will be able to perform at a minimum of a sixth grade level as measured by a standardized reading test with an optimum level of achievement at 9-10 grade level of performance. Additional measures of achievement would be:
      1. Ability to read a newspaper or magazine with above 80% understanding.
      2. Having read a contemporary or classical novel with enjoyment.
      3. Able to complete a job application or functional test for employment.

   c. Upon completion of structured courses in literature, both fictional and factual, the participants will:
      1. Be able to discuss classic and contemporary literature in social groups
      2. Be able to read with understanding, factual literature of interest or need to them.

   Performance levels will be determined by role playing in groups structured for self and cooperative evaluation and completion of habit-skill evaluation questionnaires.

3. A series of courses will be offered providing improved skills and attitudes in: self-improvement, home (housing) improvement, community-government participation, family relations, personal finance, school training completion, and recreation participation. Participants will be able to participate in projects and acitivites which will provide improved housing, increased participation by governmental agencies in housing and activity improvement, iniate and participate in clean-up campaign, encourage children and adults to complete schooling, generate family counseling services, legal aid, and personal finance assistance. This will be evidenced by:
   a. visual improvement of area
   b. increased pride as shown by participation in community
   c. lower drop-out rate
   d. lower welfare recipient rate

4. Courses will be offered in a priority system based on the greatest demonstrated demand, as determined by:
   a. community survey
   b. community aging determination
   c. spontaneous request

5. After taking the course in family relations and family planning, the students will be better able to adjust to challenges of the family as is evidenced by:
   a. lower divorce rate
   b. better bill-paying record
   c. Fewer personal bankruptcy
   d. Children do better in school
   e. Lower birth rate in slum area and higher rate in upper-middle class and upper class where it is presently less than two births per family.
   f. Fewer visits to psychiatrists

Facilities:

The following is a list of facilities offered during the initial survey. The council will continue to develop facility availability.

Available facilities:

re* 1. Community College has facilities for training dental hygienist on Saturday morning.
re 2. Junior High School has biology lab available for adult use on Friday evening.
re 3. Insurance agency has space and equipment for conducting a course dealing with some phase of insurance business.
re 4. Lathe shop is available for use on Monday evening.
re 5. The field house contains a stage and facilities for dramatic production on Tuesday afternoon.
re 6. Community College has language lab available for Friday evenings.
re 7. Civil Defense has room available for 30 people, any purpose.
ro 8. Library contains a small study room, Monday evenings
re 9. Community College Department of Archaeology has portable equipment on Saturday.
ro 10. Bank president has community room in the bank for education purposes.
re 11. Gym is available, also arts & crafts.
ro 12. Doctor's office available afternoons. 30
ro 13. Bank has room on Wednesday evenings
re 14. High School has a home economics room for sewing on Monday afternoon.
ro 15. Catholic Church has one meeting room on Thursday evening.
ro 16. High School has classroom (105) on Monday evening.
ro 17. Labor Union has large (200) meeting facility Monday evenings.

re* indicates room and equipment
ro indicates room only

Funding

The following sources are available to establish and maintain the continuing education program of Microville:

A. Vocational-Technical Microville Center will conduct the following courses based on $25 tuition per quarter for each registrant.
   1. Vocational-Technical Welding
   2. Brick laying
   3. Lathe operation
   4. Job application and interview techniques
   5. Counseling service to up-grade opportunities

B. The Microville Board of Education established Adult Education budget to defray costs of instruction for all courses conducted by the district based on $6 per hour for BS teachers and $7 per hour for M.S. teachers. Based on pre-registration survey, the following courses will be offered:

1. High School completion courses
2. Family Planning and relations
3 Basic Education
4. Family Management
5. Physical Fitness
6. Malnutrition
7. Recreation for 650 military personnel (the army will defray costs of instruction and facilities)

C. Volunteer personnel have been pledged by community agencies to assist on a volunteer basis wherever it is feasible.

D. The Employment Service of Microville and the welfare office, in cooperation with Voc-Tech Schools are operating MDTA institutional Training programs for young adults. Eligible persons receive training subsistence and transportation allowances.

E. The Community College will offer two additional courses and fund the same, based on individual needs.

Instructional Personnel:

Instructional personnel will be drawn from a list of persons who have indicated a willingness to participate in the Continuing Education Program. Additional personnel will need to be sought for needs as programs are developed. The following table provides a graphic representation of the personnel already identified.

Volunteer Instructional Personnel
Table 1-a

Name	Subject Area	Student Units	Time Available
Jane Henderson	Birth Control	20	open
Mr. Brown	Live Stock Feeding	15	open
	Modern Planting Practice	15	open
Employment Director	Job Application and Interview	25	open
Father Sullivan	Comparative Religious	25	open
Chester Cartwright	Pollution	25	open
Extension Service	Homemaking & Nutrition	20	open
Health Service Nurses	Pre-natal Care	15	open

Paid Instructors
Table 1-b

Name	Subject Area	Student Units	Time Available
Ralph Richards	Family Relation Seminar	12	evenings
	Personal Finance	12	evenings

Name	Subject Area	Student Units	Time Available
Fred Cabosley	Mechanical Drawing	15	evenings
Mrs. Billie Williams	Arts and Crafts	15	evenings
team of 5 from H.S.	American History Civics	15	evenings
	Community Improvement	20	evenings
Team of Mil. Personnel	Physical Fitness	30n	days
	Recreation	30n	days
	Gun Safety	20n	days
	Drill Teams	24n	days
	Rifle Competition	20n	days
	Map reading & Geography	20n	days
	Camping & Hiking	20n	days
Grace Guttmen	Algebra	20	evenings
Kelly M Patricks	Algebra	20	evenings
Jessie Underwood	Welding	12	evenings
School Dist. Personnel	Basic Education	20n	open
	Literacy Training	20n	open
	Social Problems	20n	open
Union Personnel	Lathe Operation	15n	open

Hardware and Software:

Table II
Hardware and Software (Yellow)

Place	Facilities	Time
Jr. H.S.	Home Ec. Rooms for Adult Classes	Wed. Nights
Elementary School #2	Has A. V. equipment and printed materials available	any night
Bank	Community Room and film projector for community activities only	any time on request
Library	American History publications good collections	daily till 9 p.m.
H.S.O.	Library of fiction and non-fiction books for military men only	Daily
Ins. Agency	Films and booklets on fire prevention	to be scheduled on request
H.S.O.	Musical Instruments, guitars drums, etc. available for military men to use at site	Daily
H.S.O.	Classical & popular records for military men	Daily
Ins. Agency	Highway Safety Program films and literature	on request
Prot. Church	Church has A-V equipment & printed material for literary education	Daily

Place	Facilities	Time
Bank	Community Room Kitchen	as requested
Library	Complete Record collection & sound-proof room for adults	Tues. evening
Labor Union	Has A-V equipment available for ABE classes	on request
Jr. H.S.	Music Room with brass band	Thursday nights
Jr. H.S.	Typing room for adults	Tues. evening
Women's Civic Center	Meeting room with A-V equipment	Wed. Evening

Evaluation:

Each continuing education program will require its unique method of evaluation. Where applicable the evaluation will be conducted throughout three (3) phases of the program:

1. Pre-inventory
2. Mid-way
3. Conclusion.

The evaluative criteria will include: personal observation, questionnaires, statistical analysis, and personal interviews.

Summary:

Each of the listings given in Tables Ia, Ib and II were current at the time of the writing. All resources will be in a continuing state of flux. New will be added and some exhausted or become unuseable. The Continuing Education Program for Microville is dependent on persistent, unanimous and cooperative efforts by all agencies and Council members to identify needs and develop resources and programs to satisfy those needs. It is anticipated that funding will not only continue at the present level but will improve as success of the programs become evident. We must use the resources of the local media, coordinated by Charlie Wilson, to let the public know what is happening to Continuing Education in Microville.

Evaluation Procedures for a Community-Wide Adult Education Program

If time had permitted, this component of the Microville simulation exercise would have been devoted to development of evaluative criteria by each council. These criteria would have served as a measurment for the adequate achievement of program objectives. Such evaluations by each council would not only have measured results, but also provide information concerning the processes which involves all phases of program development.

Some of the criterion that may have been included in the evaluation statement were: What was evaluated? What were the desired changes? How were they measured?

What evidence was used, and how was this evidence collected? What method was used to summarize evidence?

Concluding the Microville simulation experience

A panel critique of the Microville concepts and experiences relative to the strengths and weaknesses of the group planning processes was conducted by Dr. Alton Hadlock, Dr. James Kincaid, and Dr. John Snider. During the critique, active discussion was carried on among the panel and the Microville participants.

In order to determine the degree to which the Microville activity helped individuals to recall or to increase understanding of the processes involved in community-wide planning, an evaluation instrument was administered. Following is the instrument and tabulation of the results:

	Very Low 1	Low 2	Moderate 3	High 4	Very High 5
1. To increase understanding of the processes involved in adult training, education and employment programming.	(1)	(7)	(35)	(34)	(4)
2. To increase skill in determining the needs and wants for adult training, education and employment in a simulated community.	1 (1)	2 (5)	3 (35)	4 (36)	5 (4)
3. To increase the ability to determine and express objectives for adult training, education and employment programming.	1 (0)	2 (7)	3 (33)	4 (35)	5 (6)
4. To increase the ability to evaluate adult training, education & employment programs.	1 (3)	2 (17)	3 (40)	4 (21)	5 (0)
5. To develop knowledge of the application of the decision-making processes to adult training, education and employment programming	1 (2)	2 (7)	3 (26)	4 (36)	5 (10)
6. To identify program alternatives for adult training, education & employment.	1 (1)	2 (15)	3 (40)	4 (20)	5 (5)

NOTE: The numbers in the parenthesis represent the tabulated number of responses from the Microville participants.

A number of Microville participants recorded their personal reactions on the evaluation form. These comments are listed below:

1. I think our group has readily accepted the responsibility of cooperating and working together to achieve and satisfy our community needs. The group developed an excellent system of making decisions as a unit.

2. Group process was limited because of previous knowledge of participants, room size, number of people, etc.

3. It depends on one's initial level of understanding.

4. Frustration came first, understanding followed. I enjoyed the experience.

5. Need to number the pages of "Strategy" pamphlet. Use discreet colors for in-put cards. Eg. white represented two areas, buff and yellow too similar.

6. I'm hoping for the latent learning. I think the exercise and experience will become apparent as we tackle actual total planning and coordination.

7. I feel group processes were the most valuable aspect, not adult education programs or planning.

8. In using the cards--more colors should be used to avoid confusion. Such as between buff and yellow. Use, Red, orange, purple, etc.

9. This was a good exercise. This important learning experience was in the process used to develop programs.

10. This appears to be an evaluation of Adult Education rather than Microville process and technique.

11. I personally believe that a minority from the ethnic groups should have been represented in the community of Microville and also someone from the low-income groups.

12. Again the composition of the group repeats the age-old mistake of planning from above: Sure we listened and researched and talked to people supposedly in the "know" but who really talked to the people who expressed wants, needs and desires? But there was a positive element also that we began by looking at wants and needs.

13. I came from a community where much has been done in community coordination and development of adult education. Have also been involved in community planning conference about 5 years ago and a member of adult education council for several years where a great deal of planning implementing and evaluating has been done. My ratings do not necessarily mean this is not a fine training and learning process, nor that I have not learned. It only means that relatively little of it is new to my experience.

14. The Microville instrument was very good. My personal feeling is that there were not enough of the people invited or in attendance from school districts or

city or county governments who have control or have the leadership in this area. Example: There is only one or two educators from the teaching ranks of the Provo or Utah County School Districts. School districts are not willing to spend their money for ABE or continuing education programs. It is allocated to other areas of education. There isn't enough emphasis on school drop-out programs.

15. The time limit and attempt to have the participants assume another identity in the problem solving process prevent the member from obtaining optimum value from the training unit.

16. Need more room and time.

17. To increase applicability of the simulator game process. To improve and standardize simulated game.

PART II

Development of an Adult Training, Education and Employment Community Implementation Plan

Introduction

Following the Microville exercise the workshop participants reassembled into their area/community groups. These groups were charged to cooperatively develop an implementation plan relative to adult training, education and employment. The plans developed during the workshop and the individuals representing state agencies found in the area/community will form the nuclei for further "back home" planning and activity. The group identification and group members were as follows:

Provo River District - Group I

Quinn A. Hatch, Assistant Superintendent
Alpine School District

Maurice Nelson
Rehabilitation Services

Dean Mason
Employment Security

Clifford Bush
Employment Security

Duane Price
Employment Security

Brent Lindstrom
Provo School District

LaRue Thurston
Employment Security

Robert Walsh
Rehabilitation Services

Blair Guymon
Employment Security

Bear River District - Group II

John C. Haws
Box Elder School District

Victor Jensen
Cache School District

Roy Frost
Rehabilitation Services

Mike Young
Employment Security

Paul Davis
Employment Security

Sam Gordon
Box Elder School District

Earl G. Holmstead
Logan School District

Russell Borchert
Employment Security

Ken Godfrey
Employment Security

Julie Ellis
Social Services

Uintah Basin - Group III

William Lewis
Duchesne School District

Rhoda T. DeVed
Uintah School District

Mark Bybee
Employment Security

Robert Chapoose
Ute Tribe

William Kremin
Employment Security

Calvin Jorgenson
Social Services

Carbon County - Group IV

Eugene Crocco
Price School District

Thomas King
Price School District

Orrin M. Selman
College of Eastern Utah

Ken Curtis
Employment Security

Kent Young
Price School District

Karl Kraync
Rehabilitation Services

Val Jennings
Employment Security

Evelyn Roberts
Social Services

Salt Lake City District - Group V

Voyle Munson
State Board of Education

Joseph E. Allen
Granite School District

Virgil Cline
Granite School District

Gerald Asay
Rehabilitation Services

Jennings M. Lee
Employment Security

Keith Burnham
Employment Security

Edward O. Salisbury
Salt Lake School District

Robert Archuleta
McKinley Training Center

Mel Wooden
Rehabilitation Services

R. H. Hansen
Utah Technical College

Leonal Blakesley
Employment Security

Don Morgan
Social Services

South Central Utah District - Group VI

Mrs. Hal Bradley
Sevier Valley Technical School

Mike Kirkham
Manpower Council

Richard Isbell
Employment Security

Tom Crowther
Rehabilitation Services

Richard Isbell
Employment Security

Herbert J Allen
Employment Security

Group VI - CONTD.

Blaine Pitts
Employment Security

Clair Cowley
Social Services

Washington and Iron Counties - Group VII

Max S. Dalley
Iron County Schools

Mrs. Claudia Forsyth
Iron County Schools

Floyd Matheson
Iron County Schools

Donald C. Cameron
Washington County Schools

Morris Hansen
Rehabilitation Services

Gail Duncan
Rehabilitation Services

Bettye May
State Planning Office

Frank Dalley
Employment Security

Curtis Johnson
Employment Security

Richard Garrett
Dept. of Social Services

Weber River District - Group VIII

Ellis McAllister
Ogden School District

Ben Van Shaar
Weber School District

Dewey Dipoma
Rehabilitation Services

Paul Butterfield
Weber State College

Harvey Rich
Employment Security

John Lofgreen
Employment Security

Wallace Berrett
Employment Security

Douglas McDowell
Employment Security

Norman Beers
Employment Security

Jett Sessions
Social Services

San Juan County - Group IX

Wilbur Willie
Navajo Tribe

Tinna Willie
San Juan School District

Beth L. Davis
Rehabilitation Services

Ralph D. Webb
Employment Security

Charles Harrison
Employment Security

Manley B. Lincoln
Employment Security

Bruce Shumway
Social Services

State Group - Group X

Avard Rigby
State Board of Education

Brent Gubler
State Board of Education

Harvey Hirschi
State Board of Education

Burton L. Carlson
Manpower Council

Theodore Maughan
Employment Security

Curtis Harding
Employment Security

Emery Morelli
Employment Security

Sidney Bellamy
Employment Security

Heber Mehr
Social Services

Norman Angus
Social Services

Application of Microville techniques to Utah communities

Each group was charged with the responsibility of preparing a statement relative to the applicability to the Microville exercise to the area and/or community represented by that group. These statements were critiqued by Dr. Hadlock and Dr. Kincaid. The statements are as follows:

WHAT APPLICATION DOES THE MICROVILLE EXERCISE HAVE FOR THE PROVO DISTRICT?

The application of Microville for our Community:

Strength	Weakness
1. There was much to be gained, but our area, in coordination, is advanced beyond the scope of the game.	1. Would like to have a fact sheet to explain how each group or agency can contribute to adult education.
2. Showed the importance of training a council to coordinate the efforts and finances so that we can have the best possible programs	2. Did not take into account the type of activities that the community will support, even though the need may be recognized.
3. Showed how important communication is between agencies. Has brought to light the lack of information that we have about other agencies.	3. The roles chosen were unrealistic to our community.
4. The frustration produced by the game increased the intensity of the learning experience.	4. More information should be available about the roles.

The principles discussed in the Microville exercise are relevant and can be applied in our community. However, more help could be given to develop skills in inter-agency communications, cooperation and effective use of current potential resources.

WHAT APPLICATION DOES THE MICROVILLE EXERCISE HAVE FOR THE BEAR RIVER DISTRICT?

Philosophy

The philosophy of adult education as practiced in the Microville experience could be applied to the Bear River area.

Needs and Wants

A priority of needs and wants must be assessed to establish an effective adult education program.

Our geographical area is quite different from the consolidated area of Microville. Our area has many small communities plus 4 school districts. There are approximately 45 different communities that would require their needs and wants to be assessed individually.

Objectives

We learned from the Microville experience that our objectives must be realistic and obtainable. We must avoid using abstract and lofty statements that are not measurable. We should be sure our objectives are obtainable and satisfies the need.

Operationalization

It is necessary to have an inventory of all area resources, along with plans of action to maximize the effective use of resources in area-wide planning.

Evaluation

Each objective will be stated on measurable-community level terms in order that meaningful evaluations may be determined.

WHAT APPLICATION DOES THE MICROVILLE EXERCISE HAVE FOR THE UINTAH BASIN?

An integrated & cooperative program for adult education between Duchesne School District, Uintah School District, Ute Indian Tribe, Bureau of Indian Affairs, and involved state agencies, is needed due to limited resources of each of above and also to avoid duplication and identify needs and wants and to establish priorities for these needs and wants. It is believed, however, that due to apathy, political rivalry, school rivalry, and geographic location, this task would be extremely difficult.

Representative U.B. Agencies same as Microville. Larger land area, less people.

WHAT APPLICATION DOES THE MICROVILLE EXERCISE HAVE FOR THE CARBON COUNTY

Carbon County is basically a semi-isolated urban-rural area which has for

years practiced many of the principles and procedures demonstrated by Microville.

Project Microville has allowed us to formalize our existing community linkages, strengthen weak linkages, and establish new linkages.

1. More aware of what other agencies and institutions are doing and how to better correlate our programs.

2. We have been able to eliminate duplication of efforts, hence allowing us to provide a better program plus better utilization of money in other programs.

3. Allowed a much better approach to assessing the needs and wants of our community.

4. Much more community involvement because numerous people have been invited to participate and share their valuable ideas.

5. Was able to establish a goal on a community level. Other words we now have a sense of direction which we think is attainable.

6. Can better meet the needs and wants of the community simply because we found out what they were.

7. Found that our community is facility rich but we were not putting them to good use.

8. We also found that there are many people in the community that are very much interested in Adult Education if they are allowed to participate.

WHAT APPLICATION DOES THE MICROVILLE EXERCISE HAVE FOR THE SALT LAKE CITY DISTRICT?

There is a group concensus that to have an effective community program all agencies need to cooperate in a community-wide planning project.

The Microville concept itself can be followed as a model for community planning with modifications. Particular strengths of the process were as follows:

1. establishing needs and wants, and assigning priorities.

2. outlining ways and means that the needs and wants could be filled - then

3. making a search for financial sources.

From a practical standpoint, we feel that it is not always possible to follow each step in a sequencial pattern because of time limitation, etc.

There is concern over the applicability of the Microville concept when it is applied to a Microville situation such as metropolitan Salt Lake City.

WHAT APPLICATION DOES THE MICROVILLE EXERCISE HAVE FOR THE RICHFIELD DISTRICT

Group #6 - Central Utah

The Applicability of the Microville Exercise to Our Community

As a result of the Microville experience we have developed an awareness of the following processes to be of importance relative to our community as a whole.

1. Organizing the community for informative exchange
2. Agencies functions identified and informed of functions.
3. Identification of our communities wants and needs.
4. Identifying resources.
5. Learn techniques of negotiation.
6. Evaluation of effectiveness on an on-going basis.

Although the Microville experience has suggested the above positive actions, it also identified some cautions.

1. There must be real commitment on the part of agencies to provide support, moral and financial, to the decisions of the Council.

2. Objectives when formulated must fit the needs of the various agencies in so far as possible.

3. Include all agencies and facets of the power structure in setting up the Council and in implementation, operation and evaluation of the programs.

WHAT APPLICATION DOES THE MICROVILLE EXERCISE HAVE FOR THE WEBER RIVER DISTRICT?

Our first approach would be to develop county councils made up of Weber, Davis, and Morgan. These councils would send representatives which would make up a District Council. The philosophies, wants, needs, and objectives of the county councils will be compiled into common goals of the district councils. Resources will be pooled from each county where commonality exists. Agencies that have district-wide responsibilities will provide resources for use within the district.

Our experience in Microville indicated that such a structure would be necessary to accommodate the multi-political subdivisions represented within the district.

WHAT APPLICATION DOES THE MICROVILLE EXERCISE HAVE FOR THE BLANDING DISTRICT

San Juan County Planning Group. Room 104 - Music Building
Chairman - Bruce A. Shumway
Secretary - R. Dan Webb

I. What application does the Microville exercise have for our community.
   a. Avoid duplication of services and facilities
   b. Expansion of services offered to community
   c. Gives a systematic process for planning rather than individual unrelated or trial and error approaches
   d. It makes agencies and insists on interagency planning

Priority of Community Needs and Services

In order for the area/community groups to identify "back home" wants and needs that were of significant value, it was necessary to draw upon resources available to them at the workshop. Each group member had specific data to contribute based upon personal experiences and agency resources and activities. Also, the Utah Manpower Planning Council made available printed material which contained pertinent data relative to Utah communities. By utilizing these resources each group was able to prepare a list of wants and needs for their area/community in a priority sequence. This list will be evaluated again when the group reorganizes in the home area/community. Further refinement of the wants and needs priority will occur during the workshop follow-up activities. The priority statement prepared by each group during the workshop are listed below:

PRIORITY OF COMMUNITY NEEDS
AND SERVICES RELATIVE TO ADULT
TRAINING, EDUCATION, AND EMPLOYMENT

PROVO RIVER DISTRICT - GROUP I

Target Population in order of Priority:

1. Under-educated group
   a. Ethnic disadvantaged group
   b. Normal, but missed opportunity
   c. Those with learning disabilities

2. Lower income group
   a. Unemployed
   b. Under-employed

3. These with Social problems
4. Those desiring self-enrichment

Community Resources

Under Ed. Agency/fund	Lower income agency funding	Social Problems Agency/fund	Self-Enrichment Agency/fund
VIP - OEO ABE - STATE	——→	Church AA - State Fees, Drug - St. Fed Civic	ABE - OEO State
Adult H.S. completion state	——→	church	Adult Enrichment - Fed. State, Fees. State Extension Services (Fed. State, Fees) Industry
Comm. School almost found.	——→	——→	
MDTA STATE WIN & FED.	——→	——→	
Church - D.I. Welfare	——→	——→	——→

PRIORITY OF COMMUNITY NEEDS
AND SERVICES RELATIVE TO ADULT
TRAINING, EDUCATION, AND EMPLOYMENT

BEAR RIVER DISTRICT - GROUP II

A. Target Areas

Priority		Estimated Number
I.	Veterans	1,578
II.	Ex-migrants	1,200
III.	Handicapped	2,750
IV.	Older Workers	4,500
	a. Marginal farmer	
V.	School Drop-outs	300+
VI.	Senior Citizens	unmeasurable at present

B. Community Resources

I. Veterans

a. counseling & orientation - employment office, mental health clinic, voc-rehabilitation
b. jobs - and/or training
c. MOTA, NABS, U.S.U. College, Voc School, ORS, adult ed, UA, OJT, Cache Area
Box Elder Logan District Classes
Box Elder Cache and Rich District

III. Ex-migrant

a. Basic education (ABE WIN)

b. MOTA, NABS, OJT, VIP, VOC RAHAB, FAMILY SERVICES, PUBLIC SCHOOLS, NYC, MAINSTREAM, VOCATIONAL EDUCATION
Box Elder Cache Migrant Councils Schools

Priority	Target Area	Estimated Number	Resources
1.	Veterans	1578	
2.	Emigrant	1200	
3.	Handicapped	2750	
4.	Older Workers	450	Employment office - counseling reorienting
	a. Marginal Farmers		
5.	School Dropouts	300	Voc Rehab - mental health-OJT
6.	Senior Citizen	?	Adult Ed. Vocational Classes
			Area Vocational School
			O.R.S U.A. Extension Service (Basic Educators A.B.E.)
			WIN, UIP, Family Service
			Migrant Councils, N.Y.C.
			Shelter Workshops
			Adult Enrichment Program
			Community School
			Senior Citizen Centers
			Churches

PRIORITY OF COMMUNITY NEEDS AND SERVICES
RELATIVE TO ADULT TRAINING, EDUCATION, AND EMPLOYMENT

UINTAH BASIN - GROUP III
(Daggett, Duchesne, and Uintah Counties)
GROUP III

A. Target Groups
1. Vererans
2. Disadvantaged
   a. poor — 896 people
   b. High School Drop-out
   c. Minority groups — 919 people
   d. Chronic unemployment — 230 people
   e. Handicapped — 830 people
   f. AFDC — 324 people

B. Resources:
1. WIN — 75 people
2 MDTA — 38 people
3. ORS — 283 people
4. NAB -JOBS — 50 people
5. NYC (summer) — 105 people
6. Work Projects — 5 people
7. STEPS — 5 people
8. Daggett School District
9. Duchesne School District
10. Uintah School District
11. Uintah senior citizens
12. Ute Tribe (Housing Improvement, Program, SUMMER Work project - 80 people, operation mainstream - 20 people, senior citizens).

13. UBCCE
14. UBAVS
15. Public Services Careers

PRIORITY OF COMMUNITY NEEDS AND SERVICES
RELATIVE TO ADULT TRAINING, EDUCATION, AND EMPLOYMENT
CARBON COUNTY - GROUP IV

Community Needs and Resources
1. Functional illiterates
   a. English speaking
   b. Non-English speaking

2. Vocational Education
   a. Varied
   b industry related

3. Family relations programs
4. Family managements -- Family Planning
5 High School completion programs
6. Drug education

Target Population
1. Individuals with less than 8th grade education
2. Unemployed population
   a. Welfare clients
   b. disabled
   c Ethnic problems

3 Drug users

Services, Resources, and Finances
1. ABE Act of 1966
2. Voc Ed. Act of 1965
3. Adult High Completion Act
4. General Adult Edu.
5. Mainstream
6. NYC
7. WIN
8. MDTA
9. NABS - JOBS
10. ORS
11. STEP

PRIORITY OF COMMUNITY NEEDS AND SERVICES
RELATIVE TO ADULT TRAINING, EDUCATION AND EMPLOYMENT

SALT LAKE CITY - GROUP V

The target population is 316,000 people 16 years of age and over, of the Great Salt Lake District in this order of need:

A. Those undereducated and/or under trained who need employment.
B. Those underemployed who need additional training and/or education to improve employment and personal life.
C. Those individuals that are employed satisfactorily, but who need enrichment to help them reach goals of self-satisfaction and self-actualization.

The community resources we've identified are:

A. The known Manpower funds given in Table 3 on p. 10 of G.S.L.D.
B. State Funds distributed for High School completion.
C. S.F. distributed for Community Education.
D. S.F. distributed for Vocational Education.
E. Self-supporting schools and classes, by charging individuals who can afford it, and by seeking help from businesses, service clubs, private individuals, etc.

PRIORITY OF COMMUNITY NEEDS AND SERVICES
RELATIVE TO ADULT TRAINING, EDUCATION, AND EMPLOYMENT
SOUTH CENTRAL UTAH DISTRICT - Group VI

Target populations in need of community services
In priority Rank

1. Unemployed (poor) 528
   a. A.F.D.C.
   b. Indian (ethnic)
2. Veterans 200, Fiscal 1972
3. Underemployed
   a. Seasonal
   b. Farm
   c. Part time workers
4. Disabled
5. Drop out
6. Senior Citizens
7. Employed yet still wanting further training
   Job related programs
8. Minority Groups
   Ethnic Groups

   a Black

COMMUNITY RESOURCES FOR MEETING THE NEEDS - Hard and Soft Resources

M.D.T.A.	Labor Unions
WIN	City, County, State, and Federal Government
D.R.S.	N.Y.C.
Continuing Education	Green Thumb
Family Services	P.S.C.
Employment Security	Extension Service
N.A.B.S.	B.I.A.

Sevier North Sanpete South Sanpete Area Vocational School

Board of Education
Four Corner Commission
Step (supplement training and employment program)
Private industry
Church denominations

PRIORITY OF COMMUNITY NEEDS AND SERVICES RELATIVE TO ADULT TRAINING, EDUCATION, AND EMPLOYMENT

WASHINGTON AND IRON COUNTIES - GROUP VII

A. Target Population
   1. Handicapped 2,000
   2. Minorities
      a. American Indians 428
      b. Spanish Surnamed 148
      c Oriental 5
   3. Functional Illiterates */or 5 school drop-outs
   4. Unemployed - 4% to 7% seasonal fluctuation
   5. Underemployed *
   6. Senior Citizens - 2,880
   7. Other disadvantaged *
   8. Veterans *

*The actual numbers in these catagories will be determined during the needs assessment phase. The figures given are an approximation taken from the State Summary.

B. Community Resources[1]
   1. Government Agencies
      a. Federal
      b. State
      c. Local
   2. Churches
   3. Industry & Business
   4. Civic and fraternal organizations
   5 Political organizations
   6. Labor Union
   7. Professional Organizations
   8. Mass Media
   9. Senior Citizens

[1]Due to lack of time, group 7 did not have time to list specific groups under each category. Ref. Table V, State Summary.

PRIORITY OF COMMUNITY NEEDS AND SERVICES RELATIVE TO ADULT TRAINING, EDUCATION, AND EMPLOYMENT

WEBER RIVER DISTRICT - GROUP VIII

This committee recognizes that learning throughout life is essential for all citizens in all areas of life. In order to utilize the Data resources available and recognizing the importance of the area on manpower services the committee will focus attention on this aspect of adult education, adult training and employment planning at the outset. Planning in other educational areas will be accomplished when total committee input can better give us the data necessary for consideration.

Target population:
1. Total district population - 229,289
2. Target population universe of need is 27,637 which represents 12% of population as identified by the manpower planning Council.

Resources: Education and training institutions Community.

1. Higher Education
   a University of Utah
   b. Utah State University
   c Weber State College
   d. Brigham Young University

2 Other post secondary and private institutions.
   a. School districts
   b. Private vocational and training institutions.

3. Agencies
   a Employment Security
   b. Family Services
   c. Veterans Administrations
   d. Division of Rehabilitation Service
   e. Community Action Agency
   f. Social Services Community Council
   g. Sheltered Workshops
   h. Manpower Planning Council

4. Fraternal, Civic and Religious
   a. Churches
   b. Services Clubs
   c. Civic groups
   d. Ethnic organizations (NAACP - Social, etc.)
   e. Womens clubs

5. Industry and Labor
   a. Labor Unions
   b. Business
   c. Government installation
   d Job Corps

PRIORITY OF COMMUNITY NEEDS AND SERVICES
RELATIVE TO ADULT TRAINING, EDUCATION, AND EMPLOYMENT

SAN JUAN COUNTY - GROUP IX

I. Target Groups (minority)

A. Out of total pop. 9,600	1970 census
Member of minority	5,430
16 years and over	2,660
Spanish American	85
Ute Indian	90
Navajo	2,485

B. 40% of county receiving public assistance
92% of welfare recipients are Navajo

II. Courses provided during FY 71 have shown a manifest interest in adult education in San Juan County. Courses provided FY 71
   A. Education courses through BYU
   B. Serving Courses
   C. Courses in Group Dynamics
   D. Courses in agriculture
   E. Courses in First Aid and Home Mge.
   F. 200 students in Basic Education (of 200 students, 126 -- 0 years ed.)

III. Total target population represents 60% of San Juan County 16 years of age and over or about 2800 people plus.
   A. Utah Division of Indian Affair - funds
   B. Division of Family Services Equipment
   C. Utah Dept. of Employment Security - funds
   D. Division of Rehabilitation Services - funds
   E. Navajo tribe - tech. support
   F. San Juan School District - Hard and Software
   G. State Board of Education Funds
   H. Brigham Young University - provide training to 270 people on vocational and past H.S. Level
   I. Labor Union providing Personnel
   J. Utah State University
   K. Radio - KUTA
   L. ONEO
   M. BIA
   N. Churches: Monument Valley Hosp., Seventh Day adventist, L.D.S.

Strategy for Identifying Needs and Wants

The next step for the workshop groups was the development of a strategy for identifying the needs and wants of the populace in the home area/community. This strategy plan was based upon the group's philosophy, priority of community needs and services statement, and characteristics of the area/community relative to adult training, education, and employment. The strategy plans as developed by each group are as follows:

STRATEGY FOR IDENTIFYING NEEDS AND WANTS
PROVO RIVER DISTRICT

STRATEGY	WHOM TO CONTACT	WHAT QUESTIONS TO ASK	PHILOSOPHY
In put from: Community Council	Community Coun. Rep.	What needs and wants relative to Education Training & Employment can you identify in the Provo River district?	The Council will assist the Commun. to identify and provide life-long educational oppor tunities for adult

Strategy	Whom to Contact	What Questions to Ask	Philosophy
Social & Govt. Agencies	Reps from Fed., State, and local		to improve skills, knowledge and abilities by offering a wide range of learning experiences; to assure that all individuals have the opportunity to reach his maximum potential on the job, in the home, and in the community.
Community Survey	Sample of Community population		
Minority Group	Leaders or Represents.		
Business & Industry	Chamber of Commerce Utah Valley Industrial Development Association VER. VFW. DAV. AOL.		
Civic Church	Officers and Leaders		

STRATEGY FOR IDENTIFYING WANTS AND NEEDS (Bear River)

Veterans - Selective Service, American Legion, Veterans Organizations, separation boards send separation notices, National Guard Reserve Units; carefully prepare interview schedule to give to volunteers to be taken around.

Ex-Migrants - Cap. Migrant Council, Vista Volunteers, Family Services, out-reach aides, Catholic Church, school systems.

Handicapped - Voc-rehabilitation, Selective Service rejections, Family Services, Health Nurse, Social Security.

Older Workers - Employers, County Agent, Churchs, Employment Security, Voc-Ag teachers, labor unions. Use of radio, newspaper, Family Services, Social Security.

School Dropouts - schools, Employment Security, Family Services.

Senior Citizens - Senior Citizen Center, churches, Family Services, Association of Retired Federal Employees.

Within all of the above categories, representatives will be enlisted to assist in assessing the needs and wants of those in their respective groups.

Unitah Basin
Group 3

A strategy for identification of wants and needs of Uintah Basin relative to adult training, education, and employment.

The information can best be gathered from various agencies and institutions in the area such as:

Ute Tribe
School Districts
County governments
Utah Employment Sec.
City Governments
Churches
Chamber of Commerce
Colleges in area
BIA
Div. of Family Services
Div of Rehabilitation Services
Nat'l Census

The type of information to be gathered:

What are the labor demands?
What is the labor supply?
What facilities are available?
What hardware is available?
What are the human resources?
What are the future needs?
What levels and types of training are needed?
What kinds of enrichment classes are needed?
How many persons are we dealing with in the various categories?

STRATEGY FOR IDENTIFYING WANTS AND NEEDS
FOR CARBON COUNTY

A. Conduct survey of agencies to determing the wants and needs of the clients served by the agencies (as the agencies see them) relevant to adult education. Agencies surveyed:

1. ORS
2. ES
3. Welfare
4. CAP
5. School Board
6. Extension Agencies
7. SOCIO
8. Drug rehab. unit

B. 1970 Census data will be reviewed to determine:

1. Age group of population
2. Sex percentages
3. Educational levels of population
4. Marriage status
5. Employment status (skilled, semi-skilled, etc.)
6. Family size
7. Income
8. Housing

C. Conduct survey of employers to determine future employment needs--review current programs and see if training is realistic.

D. Contact local unions and ascertain training needs of membership and future members.

E. Contact police, school counselors, state drug div., court, mental health and public health for information relevant to drug abuse and need programs relevant to applicable adult educational activities. Also of importance is local community on drug control.

F. CAP survey of total county relevant to community needs: health, edu., etc.

G. Survey local church, civil, and veterans as to felt needs.

STRATEGY FOR IDENTIFYING WANTS AND NEEDS
FOR THE GREATER S. L. DISTRICT

Our Strategy is to identify the wants and needs of our community and will comprise three parts:

1. Go the CAMPS of Greater Salt Lake District #3 to ask them if they can expand by going to the people in general, and by asking presently excluded groups to participate.

2. a. Go to the various previously established agencies and groups which have gathered and are gathering this kind of information:

    1. E.S.O.: (Area Manpower Review, MDTA, WIN, STEP, etc.)
    2. University of Utah and Westminister and talent search call
    3. Family Services
    4. ORS (monthly reports and projections)
    5. CAP, Welfare Rights Organization, etc.
    6. School Districts, Guadalupe Center, Vista
    7. Juvenile Detention, Courts, Prison, S.I.S.
    8. Model Cities
    9. Brown Berets, Soul, BBOS, SOCIO, NAACP, JACL, Indian Council, etc.
    10. Community Services Council and particularly their publication on Community Improvement.
    11. Services and businesses, Chamber of Commerce, Utah Foundation

    b. And finally by going to the communities to the people and/or to their representative organizations and agencies to get their inputs into the wants and category and also to show them the needs and wants as tabulated from previous research and therefore modify or reject it. (Ways and means of getting the information and activities back to the people were desired and the approach to be used is through existing agencies, CAP, model cities, Family Services, etc. and/or the people's own representative bodies or the people themselves in mass meeting).

STRATEGY FOR IDENTIFYING WANTS AND NEEDS
FOR SOUTHERN CENTRAL UTAH DISTRICT
(Sevier and Sanpete Counties)

In order for the area Manpower Planning Council to gather data to determine the vital needs of the community in the area of Education, Training and Employment, a strategy has been developed to involve the following segments of the community in supplying information and counsel.

1. Government Agencies
    a. city, county, state, and national
    b. Council of government bodies

2. News media
    a. radio
    b. TV
    c. Newspapers

3. Census
   a. School
   b. public (Bureau of Census)

4. Industry
5. Labor Unions
6. Religious organizations
7. Social Service Agencies
8. Service Clubs
9. Professional Socieites
10. Random Sample
11. Specific Ethnic Groups
12. Institutions of higher education

To satisfy the needs and wants of the community in the areas of asic Education, Training, and Employment, priorities shall be set by the area Manpower Council based on the information obtained from the data collected from all segments of the community.

Within the resources developed by coordinated action of the agencies involved such priorities shall be met.

STRATEGY FOR IDENTIFYING WANTS AND NEEDS
FOR WASHINGTON AND IRON COUNTIES
GROUP 7

Continuing education or behavior modification programs must be developed in response to identified need. Agencies of society must help identify the need of individuals and encourage them to seek training to meet their needs. Individual needs must be coordinated with the needs of society. The program under consideration will be concerned with all people who are beyond the reach of public schools at the present time.

Elected officials must call in the agencies involved to set a framework for the following and to select a council to administer this strategy.

1. Public information dissemination on an on-going basis.
2. Collect data
3. Data processing, analysis and verification of validity.
4. Identification and prioritization of needs, resources and funding.
5. Establishing initial programs to meet the identified needs, utilizing the available resources and funding.

Step 2-3 will best be accomplished by having S.U.S.C. or another college or university design and direct the data collection and analysis phases.

STRATEGY FOR IDENTIFYING WANTS AND NEEDS
WEBER RIVER DISTRICT
GROUP 8

The Weber River District will plan as a unit and will act on needs and wants determined locally by County Councils on the following basis.

1. Collection of data from Government Agencies within the communities.
   a. Employment Security
   b. Family Services

c. Veterans Adm
d. D.R.S.
e. CAA
f. law enforcement
g. health department

2. Collection of data from Ed inst.
   a. colleges
   b. school districts

3. Collection of data from Com. Media
4. Collection of data from Chamber of Commerce
5. Collection of data from libraries
6. City, County, Regional, and State planning agencies
7. Field survey of Community (clientele)
   a. use information already obtained by local groups such as NAACP, CAP, Social Services Coordinating Council, Etc.
   b. Use current local groups wherever possible to supplement data already available.

In determining wants and needs we will consider the needs of both the client and the business and industrial community and try to satisfy the requirements of both as effectively and efficiently as possible.

The kinds of data needed to determine the educational, training, and employment needs include the following:
1. Number of persons who need jobs
2. Socio-economic data
3. Ed. achievement
4. Income and occupational status
5. Demographic data
6. Projected community and industrial employment opportunities
7. Number of persons who need jobs.
8. Training facilities available
9. Projected training facilities
10. Projected industrial development
11. Supportive services available and projected e.g. health, basic ed., etc.

STRATEGY FOR IDENTIFYING NEEDS AND WANTS
SAN JUAN COUNTY
GROUP 9

1. Adult Basic Education Advisory Council will contact local chapters to determine Education wants and needs. Council members are entirely Navajo.

2. As in the past, suggestions will be solicited from program approval by the Utah Navajo Development Council which council includes the elected representatives from the local chapters in Utah and most of the elected councilmen in Utah to the Navajo tribe. The above mentioned Council is entirely Navajo.

3. The entire program will be presented to the Navajo Tribe where, as in the past, the Tribal Chairman will be able to inject his wants and needs prior to implementation.

4. Community Action Committee also to petition the chapter as to their wants and needs.

5. Contact local agencies to determine any needs they may have identified.

6. Contact Robert _____ with regard to the Spanish American Community in San Juan County.

7. Contact Author Dutchy, Ute Councilman and discuss needs and wants of Ute Community with the community. Plus other Ute functions.

8. Contact Ute Mountain Tribal Officials.

9. Caseworkers to survey poor whites.

Criterion Systems for Assigning Priorities

After each group had identified area/community target populations, priority of needs and wants, and prepared a strategy, they were ready for the next step. This was to prepare a criterion system by which priorities could be assigned to the identified needs and wants.

On Thursday morning of the workshop, prior to releasing the groups from the general session, the agency head or his representative spoke to the workshop participants. It was restated by each that the purpose of this part of the workshop was not a continuation of the gaming exercise, but to develop a functional plan that would be the nucleus for further planning and implementation of adult training, education, and employment in the home area/community.

With these statements of commitment by each agency to the purposes of the workshop, each group returned to their assigned rooms to complete the task of planning and organization. The criterion systems for assigning priorities that were developed by each group are listed below:

CRITERION SYSTEMS FOR ASSIGNING PRIORITIES
PROVO RIVER DISTRICT
GROUP #1

Criteria for Prioritizing needs and wants for Provo River District:
1. Funding Possibilities
2. Number of clients available
3. Veterans

4. Nature of Clients' needs
5. Programs based on district priorities
6. Availability of specialized facilities and personnel
7. Societies needs present and future
8. Business and industries needs present and future
9. Evaluate and coordinate present efforts

CRITERION SYSTEM FOR ASSIGNING
EMPLOYMENT, EDUCATION AND TRAINING
BEAR RIVER DISTRICT
GROUP 2

Priority has been established as to groups to be served. After surveys and all data has been collected the following criteria will be used to evaluate each priority. The needs and wants will be taken into consideration in establishing this criteria. The order of serving needs and wants will be as follows: Each criteria will receive a weighing of one. Those with the highest points will receive first consideration in their priority. Each case will be considered as to employability, training needs, and educational needs. The person will be assigned by the agency that will best meet his needs as determined by the agency evaluation.

1. Less than 4 years of education
2. Less than 9 years of education
3. No high school completion
4. Need of institutional education
5. Minorities
6. Physically handicapped
7. Mentally handicapped
8. Emotionally handicapped
9. Age (22 and under - 45 and over)
10. Unemployed

CRITERIAN SYSTEMS FOR ASSIGNING PRIORITIES
FOR THE UINTAH BASIN
GROUP 3

1. Needs and wants of the individual (and family)
2. Needs and wants of Groups - Ethnic and Social
3. Needs and wants of Community

CRITERIAN SYSTEMS FOR ASSIGNING PRIORITIES
FOR CARBON COUNTY
GROUP 4

The Carbon County Executive Coordinating Council in conjunction with the General Community Council (see organization charts and listings) developed the following priorities:

(1) Training efforts should be directed toward the training of the unemployed and underemployed.

(2) Priority should be given to training in fields relating to needs of local employers.

a. Programs already established include: MDTA sponsored Mine Training and LPN training.

(3 (3) High priority is placed on training individuals who lack the background to participate in the aforementioned programs.

a. Programs in existence included: ORS and WIN sponsored GED programs, ORS sponsored tutoring service, and DFS sponsored family relations classes

(4) High priority has been given to alcholic prevention programs.

a. Programs established included the establishment of an alchol information center and rehabilitation center.

EXECUTIVE COORDINATING COUNCIL
TENTATIVE

Father Michael Donovan	Church Representative
Arva Smith	News Media
John Garr	Member State Legislature
Guido Rachele	County Commissioner County Government Agency
Dr. Dean McDonald	President Colleges of Eastern Utah
Eugene Crocco	Coordinator Special Programs Carbon School District
Mack Johnson	Business Representative Price Trading Company
Henry A. Brownfield	Labor Representative United Mine Workers of America
Ken Curtis	Director WIN Program Employment Security Office
Tim Simmons	Division of Family Service
JoAnn Wolfe	President Carbon County P.T.A. Council
Rell Argyle	County Agent Extension Services
Harry Mangus	Manpower Development

CRITERION SYSTEM FOR ASSIGNING PRIORITIES
SALT LAKE DISTRICT
GROUP 5

I. Criteria
   a. Human Resources
   b. Voting
   c. Ethnic groups or Pressure Groups
   d. Physical Resources
   e. Financial Resources
   f. Hardware and Software Resources
   g. Present Programs and Activities
   h. Needs as identified by the target population
   i. Needs as identified by the professional personnel

II. Societies Hierarchy of Needs
   a. Physiological - Food, clothing and shelter
   b. Security - safety, freedom from fear
   c. Social - interpersonal relationships
   d. Personal
   e. Self-actualization

CRITERIAN SYSTEMS FOR ASSIGNING PRIORITIES
FOR SOUTH CENTRAL UTAH DISTRICT
(Sever and Sanpete Counties - Group 6)

I. Unemployed -- 528 or 7% (taken from an adjusted unemployed rate through the Employment Security Office.
   A. Less than high school education, 25% or 104 people
   B. Basic education, 4 1/2% or 84 people
   C. Those needing training skills to meet the labor market demands - 30% or 110 people.
   D. Seasonal factors, production changes, and people between jobs who need no specific training at this priority level. 40 1/2% or 230 people. Those in this group will receive unemployment insurance, if eligible, testing, and counseling.

II. Veterans - 200 people
   A. Less than high school education - 30% or 60 people.
   B. Needing adult education to compete in the labor market - 30% or 42 people
   C. The remainder will receive unemployment insurance, if eligible, testing and counseling plus those returning to school - 98 people.

III. Underemployed -- 1,248
   A. Underutilized -- 624 people
   B. Employed full time at below the poverty level -- 450 people
      1. Seasonal -- 300 people
      2. Farm Workers -- 100 people
      3. Self-employed -- 50 people

   C. Part time employment -- 96 people
   D. Not in the labor market but should be -- 78 people.

IV. Disabled -- 335
   A. Perm. - disabled unavailable for employment --155 people. (These will receive the training not employment related)

   B. Training for the employment market -- 180 people

V. School drop-out -- 114 people
   A. Total needing training -- 65 people
      1. Vocationally related -- 45 people
      2. Training to complete high school not job oriented -- 20 people

VI. Senior Citizens (included by definition of these 55 years and older by the community to participate in senior citizen activities)
   A. Vocational Education related training -- 108 people
   B. Supplemental training not related to employment needs - 2,057

VII. Employed yet still wanting further training job related programs
   A. Employed but wanting to increase personal skills - 362

VIII. Minority Groups -- 40 people
   A. Less than high school -- 28 people
   B. Needing adult education -- 12 people

CRITERION SYSTEM FOR ASSIGNING PRIORITIES
WASHINGTON AND IRON COUNTIES
GROUP 7

In reference to the eight categories of target population established for two counties mentioned the following system would be used in determining priorities:

1. Resources
   a. Funds
   b. Facilities
   c. Personnel

2. Composition of Population
   a. Size of target groups
   b. Combinations of target groups

3. Agency Policy - regulatory limitations or priorities

4. Client input

These four items are not in a priority.

* Resources -- Refer to Community Resources listed.

CRITERIAN SYSTEMS FOR ASSIGNING PRIORITIES
FOR WEBER DISTRICT
GROUP 8

1. Adopt the Utah Skills Center North Policy board as the nucleus of the educational, training, and vocational committee and assignment membership to include functional representation from all facets of the district to include the following:

   Davis and Morgan School District
   Labor
   Industry
   Elected Officials
   Davis C.E.S.

2. Increase training involvement of clientele within the district by clientele within the district by 50% within 1 year.
   a. increase GED completion 30%
   b. High School Completion
   c. etc.

3. Institute computer assisted instruction and other individualized instructional methods.

4. Expand the curricular offering within the district to meet the needs of industry and maintain flexibility in expansion of curricular offerings.

CRITERIAN SYSTEMS FOR ASSIGNING PRIORITIES
FOR SAN JUAN COUNTY
GROUP 9

1. High unemployment - 11 - 19.

2. 40.1% of San Juan County receiving public assistance.

3. 92% of people receiving public assistance are Navajo.

4. A small portion of the Navajos are willing to leave the reservation, but it is essential that employment be available to the people attached to the area. This would include both on and off the reservation.

5. If millions which are being allocated for training were directed to industrial development the above figure would all be different. If this workshop is for real, this would be our local decision.

6. The three million dollars each year being spent on Welfare, WIN and other training programs if spent on industrial development could alleviate the welfare problem in one year. This notion is supported by Anglo & Navajo alike.

7. Adult Basic Education is a necessary part of the key to this transition so that the Navajo can operate in both Cultures.

A Community Implementation Program

Utilizing the experiences of the Microville component and the step-by-step process of identifying target populations, needs and wants, strategy preparation and prioritizing needs and wants, each group was able to prepare an area/community implementation plan. This plan contained attainable objectives relative to area/community training, education, and employment. These plans will become more comprehensive after the group reorganizes and expands its membership in the "back home" enviornment. The community implementation programs prepared by each group at the workshop are as follows:

COMMUNITY IMPLEMENTATION PROGRAM
PROVO RIVER DISTRICT - GROUP 1

There will be utilization of other committees by attempting to evaluate their existing programs and coordinating them when feasible with new programs.

Members of this workshop group (Provo River District) are currently serving on the above committees are are committed to implementing the proposals.

An adult education committee and manpower training committee now exists and are functioning in Utah County. No attempt will be made to alter or disrupt these committees.

COMMUNITY IMPLEMENTATION PROGRAM
PROVO RIVER DISTRICT - GROUP 1

	OBJECTIVES	TARGET POP.	NEEDS AND WANTS	ROLES & RESOURCES OF AGENCIES	EVALUATION
1.	Increase the placement of Veterans in training and/or employment	Veterans	There is a need to meet Veterans' needs for education, training, and employment.	V.E.R. and Veterans organizations	Record of E.S.
2.	ABE	Undergrade 4	There is a need to help dropouts in education, training, and employ.	Local school district plus other agencies, ie ORS, WIN, VIP and manpower training programs.	School reports including graduation
3.	ABE	Undergrade 9	"	"	"
4.	Adult High School completion	Grades 9-12	"	"	"
5.	Provide needed job skill	Unemployed and underemployed.	There is a need to develop or up grade skill.	V.T.C. Manpower training programs.	Statistical Report
6.	Decrease number requiring Social Rehab.	Social misfits	There is a need to rehabilitate addicted persons	Voc. Rehab, CMH, AA church, social services	Health Dept. repor Voc. Rehab. report
7.	To increase enrollment in all self-enrichment classes.	All adults	There is a growing need to service those adults in recreation and leisure pursuit.	Community Schools, VTC, colleges, churches, civic clubs, business, industry.	Community school reports, class enrollment in colleg churches and other civic groups.

COMMUNITY IMPLEMENTATION PROGRAM
BEAR RIVER DISTRICT
GROUP - 2

The Bear River District recommends that a broad interagency coordinating council be established which will realize the following specific objectives:

1. An enrollment in continuing education that will best meet the needs of the area.

2. A decrease in unemployment in the priority groups.

3. An improvement in the educational level of minority and poverty groups

Target Groups

A. Veterans
B. Ex-Migrants
C. Handicapped
D. Older-workers
E. School drop-outs
F. Senior citizens

Community Agency Roles:

1. Surveying the needs of the community

2. Coorelating the needs of the community with the needs of the individual

3. Evaluating what resources are available within the community. These will be accomplished by the interagency committee in meeting our commitments.

PROGRAM	FOR	WHERE	BUDGET
A.B.E.	Priority groups Ex-migrants	Local School Dist.	State-Fed Funds
C.D.E. and High School completion	Priority groups School drop-outs	Local School Dist.	State-Fed-Local and Fees
Vocational Training	Priority groups Veterans Handicapped School drop-outs Older workers	appropriate institutions	State-Federal Local-Tuitions
Cultural Enrichment	Priority groups older workers Sr. citizens	Schools, community facilities	Local Funds- Private Tuitions

The tentative programs or subject to revision after surveys are conducted to establish local needs.

A COMMUNITY IMPLEMENTATION PLAN
UINTAH BASIN
GROUP #3

Objectives by priority:

1. Reduce unemployment
2. Reduce welfare needs
3. Improve standards of living
4. Improve family relations

Methods for attaining objectives:

The following resources will be utilized to accomplish the aforementioned objectives:

1. Adult basic education in two school districts and an MDTA program.
2. Adult high school for a diploma and or vocational training.
3. Adult driver education.
4. NABS - Jobs
5. MDTA
6. WIN
7. UBAVC
8. UBCCE
9. BYU Extension Service
10. Utah State Apprenticeship Council
11. Ute Tribal Work Exp. Tribe
12. Housing Imrpovement Program
13. Operation Mainstream
14. Utah State University Extension Service
15. Uintah District Home and Family Life Adult Courses
16. Federal Mutual Self-help housing
17. Utah State of Mental Health
18. O.R.S.
19. Division of Family Services
20. U.S.E.S.
21. Utah State Library
22. County Health Department
23. State Health Departments
24. BIA
25. Ute Tribal Council
26. CAP - Ute Tribe

It is the intent of this committee to continue to function as a CAMPS committee, expanded to meet these additional needs.

Methods for Measuring Objectives:

These objectives will be measured by gathering statistical data from various agencies, by surveys, by imperical date, by observation, interviews and questionnaires, by interagency cooperation and communication.

A COMMUNITY IMPLEMENTATION PLAN
CARBON COUNTY
GROUP 4
Plan - Community Level

1. To provide an opportunity for these adults who function below grade four to the extent that
   1. Enrollment will increase by 100% over last years program
   2. 75% of those enrolled will attain two grade levels in reading, language arts, and english.

2. To provide vocational education to those unemployed or unemployed individuals whose level of educational competency exceeds that provided for in part one. It is contemplated that such a program will reduce unemployment roles. Success will be measured by job placements.

3. To make individuals more functional within a family unit by establishing family relations workshops:
   a. To get 15% of the Welfare Clients to attend 80% of the sessions
   b. To get 75% of the families who are referred to Juvenile Court, Division of Family Services on protective service basis, attend 90% of the sessions.
   c. All other individuals in the community who have a need to receive this service are eligible to attend.

4. To provide individuals with needed skills in the areas of home management, family planning and consumers educations so as to:

   1. 80% of those enrolled will complete the course offered.

   2. 80% of those enrolled will complete a project in at least 3 areas.

5. To provide opportunities for individuals who so desire may receive information relative to family planning so that family sizes might better be regulated to be more consistent with the family's own resources and abilities to ensure proper care of their children.

6. To provide adult High School completion courses in both high schools within the county so as:

   1. All high school dropouts will have an opportunity to attend.
   2. 70% of those originally enrolled will graduate within a three-year period.
   3. 90% of those enrolled will complete successfully at least two units of credit within one year.

7. To provide programs by which community members may participate in meetings, seminars, demonstrations, classes, visits, etc., which are designed to demonstrate the severity of drug abuse (including alcohol) in Carbon County.

   a. Follow-up programs will continue in accordance with the existing community drug abuse committee.

b. Evaluate the success of the programs by measuring increased attendance and concern at the different committee meetings and scheduled shows at the different programs.

c. Measure significant decrease in drug use as determined by the county Sheriff's office.

Carbon County has established a workable coordinating council representing a community.

The Council since their origin has prepared a philosophy, organizational levels and a schedule of meetings to study community needs and wants.

In returning to our local area we will pursue the following:

1. Refine our needs and wants

2. Further develop our strategy

3. The coordinating councils will appoint sub-committees

   a. One sub-committee in particular will be those governmental agencies represented here for the purpose of working in the cooperative area of Man Power Planning System.

   b. Other sub-committees as needed.

4. Refine our community level objectives so that they better relate to our needs, wants, and priorities.

5. To develop an evaluation design that will be continuous and measure our objectives.

A COMMUNITY IMPLEMENTATION PLAN
FOR
SALT LAKE DISTRICT

Given the criteria previously identified and other material to be identified, there will be established a workshop involving representatives from the target groups sponsoring agencies, and other interested individuals or groups that will embark upon gathering of data on community needs and wants on or before August 16, 1972.

Given the meaningful data on the target population the training objective will be to provide education and training programs for this population in no less than _____ vocational fields for a total enrollment of _____no later than _____.

Given the implementation of the training objective, the employment objective will be to place no less than _____% of the indivuduals completing training into meaningful and satisfying employment by _____.

Given the data concerning employment of those placed, the effectiveness of the training and other supportive services will be measured partially by the extent to which employment is maintained. Successful placement will be considered to have obtained when _____% of the individuals employed have maintained constant employment for a period of _____.

A COMMUNITY IMPLEMENTATION PLAN
SOUTH CENTRAL UTAH DISTRICT
GROUP 6

Priority and Objective Statement

As the result of assessing the wants and needs of the individual and community, the first priority shall be to provide training and educational opportunities as requested and needed, and to gear such training and educational programs toward employment.

Priority will be given to the following areas of wants and needs:

1. To provide training so that 104 individuals may receive a high school diploma or equivalent.

2. To provide Basic Education for 84 individuals.

3. To provide Vocational Training for 110 individuals to meet labor market demands.

4. To provide for the upgrading of skills of 42 individuals to meet labor market demands.

Individuals to be referred to the above programs will be based on the following priorities:

1. Veterans

2. Ethnic groups

3. Disadvantaged

4. Handicapped

5. Other unemployed or underemployed

To support the above training industrial development promotional activities will be increased to aid in continued growth and provide employment opportunities.

EVALUATION

Evaluation will be in two parts:

1. An internal evaluation conducted by the responsible program coordinator

2. An external evaluation conducted by the area Manpower Council that have representation from the following groups:
   a. Program personnel
   b. A member of the Consumer Group (someone who has been in training)
   c. Representative of Community, Industry, Labor, etc.

All evaluation will be conducted and final reports completed and analyzed before the program is re-cycled for the next program year.

OBJECTIVES FOR TRAINING
EDUCATION & EMPLOYMENT
GROUP 7
Washington & Iron Counties

Objectives #1

In order to carry on the activities initiated in the Combined Agency Workshop a high priority will be assigned to the establishment of a Regional Interagency Man Power Committee in the five counties of southwest Utah. This committee will be composed of those agencies or groups involved or uninterested in education, training and/or employment. The following is a list of possible members:

Office of Rehabilitation Services,
Churches,Division of Family
Services, Employment Security,
WIN, School Districts (community adult education programs),
Representatives from the two local institutes of higher education,
Representatives of recipient groups
Representatives from the Cedar City Coordinating Council, etc.

a. One of the first tasks of the Regional Interagency manpower Committee will be to explore the ways local advisory committees could fit under this structure in order to avoid unnecessary meetings & duplication of activities.

Objective #2

Assess the needs & wants of the target population

The following groups have been set forth as target populations in Iron, Washington Counties (not in order of priority).

Handicapped
Minorities
- American Indians
- Spanish Surnamed
- Orientals

Functional Illiterate
Unemployed
Underemployed
Senior Citizens
Veterans
Other disadvantages

It is of utmost importance that the needs & wants of individuals from these groups be known before comprehensive plans can be developed.

A. Collect & analyze all existing data. In this way a data base may be developed from which sound evaluation can be made.

B. Develop, administer & analyze a needs assessment survey or questionnaire. This could be done in cooperation with a local institution of higher education, utilizing local experience.

C. Analyze the economic trends of the southwest five county area. This will provide a basis for planning a move realistic training program as well as aiding the local economy.

Objective #3

Cooperatively design programs that will utilize human & fiscal resources of the various agencies & significantly decrease the problem areas as defined by the needs assessment survey.

A. Increase the educational level & provide increased employment opportunity for a significant number of the (approximately) 100 adult American Indians in Washington & Iron Counties through increased cooperation & planning between Adult Basic Education, Employment Security, Family Services & Rehabilitation Services.

Objective #4

Devise an on-going evaluation process which would answer the following questions.

Is this committee really necessary?
Are we accomplishing the goals & objectives we have established?
Are our activities or plans making a difference in the stake level decision making process?

A COMMUNITY IMPLEMENTATION PLAN
WEBER RIVER DISTRICT
GROUP 8

In the use of the priorities listed here, the following procedure will govern

1. Veterans will be given primary preference
2. Action will be administered in accordance with O.E.O. standards.
3. Service will also be given to those who deisre personal enrichment courses.

Priority Listing:

1. Underemployed disadvantaged in number 1873.
2. Underutilized disadvantaged in number 9,163
3. Other poor in number 3,433
4. Near poor in number 4,990
5. Others who need some services 8,168
6. Employability development:
   Services for individuals or families such as:

   Counseling
   Family Relations
   Day Care
   Mental Health
   Transportation
   Legal Aid
   Others

If the resources needed are not available through the participating agencies then action will be initiated to obtain such resources will be sought in other areas.

OBJECTIVES
FOR WEBER RIVER DISTRICT
GROUP 8

1. Adopt the Utah Skills Center North Policy board as the nucleus of the educational, training, and vocational committee and augment membership to include functional representation from all facets of the district to include the following:

   Davis and Morgan School District
   Labor
   Industry
   Elected Officials
   Davis Employment Security

2. Client involvement in training, education, and employment will be increased during the first year by:

   a. 50% in total involvement
   b. 30% in GED completion
   c. 10% in High School Completion

3. Institute computer assisted instruction and other individualized instructional methods.

4. Expand the curricular offering within the district to meet the needs of industry and maintain flexibility for future expansion.

A COMMUNITY IMPLEMENTATION PLAN
SAN JUAN COUNTY
GROUP 9

Objectives: (short range)
1. ABE for 200 Students FY 72
2. Adult Vocational training for 230 people in various occupations.

Implementation:
1. Short Range Goals
   a. Present budgets already allocated include:

ABE funds	
WIN	64,000
MDTA	61,000
UDIA	15,000
DVR	2,000
State Ed.	10,000

Vocational funds	
WIN	251,000
ORS	30,000

2. Long Range Goals

   a. Industrial Development: The present expenditures of service, training and educational agencies in San Juan County exceed 3 1/3 million dollars a year. The objective of these expenditures is to move individuals from a dependent state to employment.

It is the contention of our committee and community leaders and members that we are overtraining people for jobs that do not exist, and that a better use of these funds would be to convert them into industrial development on and near the Reservation and thus create jobs.

Presently there are industries desiring to locate on the Reservation. Seed money for these industries to create 200 jobs would be $750,000. To train this same number of individual presently, it costs nearly $750,000 a year, not including the cost to the DFS, which would be another $750,000. These costs represent costs that reoccur annually and under the present system, have no end in sight.

The objective of the Navajo Tribal leaders is to establish an economic base for each individual Navajo so that they are not dependent on the government agencies. Our objective ties into this goal of the tribe.

It would be important for an ABE program to continue as an important supportive program to the industrial programs.

Method:

1. Contact prospective companies to create interest and learn potential.
2. Create local industires
3. Convert capital from present programs to support industry (it is recognized that some agencies have rules that prohibit this. We would test these rules and their value if they are indeed prohibiting the attainment of the objective of self-support for individuals).
4. Obtain additional captial through SBA, UDIA, Navajo Tribe, local banks and interested groups.

Concluding the Combined Agency Workshop

The workshop participants reconvened on Friday morning in a general session for the purpose of tying together the various components of the workshop. First on the morning agenda was evaluation of workshop facilities, attainment of the workshop objectives, the most and least beneficial aspects of the workshop, and recommendations of items to emphasize during the follow-up workshop sessions in the home area/community.

An important part of workshop evaluation is obtaining structured and unstructured comments from the participants relative to physical facilities and location. The structured responses, the instrument that was administered, and the unstructured responses are as follows:

COMBINED AGENCY WORKSHOP
CEDAR CITY, UTAH
JUNE 21-25, 1971

Indicate your degree of satisfaction with the following aspects of the Workshop. (Administered at the end of the Workshop)

	Very Low	Low	Moder-ate	High	Very High
1. Adequacy of information about the Workshop prior to your arrival	1 (8)	2 (24)	3 (16)	4 (23)	5 (7)
2. Physical facilities					
a. Meeting Rooms	1 (1)	2 (8)	3 (16)	4 (39)	5 (14)
b. Housing	1 (1)	2 (9)	3 (29)	4 (24)	5 (11)
c. Eating	1 (1)	2 (6)	3 (16)	4 (30)	5 (21)
3. Availability of staff for help and consultation	1 (0)	2 (3)	3 (23)	4 (39)	5 12)
4. Quality of help received from the staff	1 (1)	2 (5)	3 (23)	4 (38)	5 (12)
5. Free Time	1 (4)	2 (7)	3 (14)	4 (36)	5 (17)
6. Workshop Program	1 (1)	2 (7)	3 (28)	4 (36)	5 (7)
7. Workshop Location	1 (4)	2 (4)	3 (17)	4 (42)	5 (12)

NOTE The numbers in the parenthesis represent the tabulated number of responses from the workshop participants.

Each participant was asked to evaluate some of the objectives of the workshop.

Following is the instrument that was administered and tabulation of the results:

COMBINED AGENCY WORKSHOP
CEDAR CITY, UTAH
JUNE 21-25, 1971

Indicate your degree of satisfaction with the following aspects of the Workshop. (Administered at the end of the Workshop)

Following are some of the participant comments:

1. "The dormitory was too hot. With the free time in the evening, perhaps some social or recreational activities would have been in order in addition to the steak fry which was excellent."

2. "Good job, well planned and college personnel were very accommodating and courteous."

3. "Not enough evening activities in Cedar City."

4. "The swimming pool is very nice. Also the life guard from Orem was very capable."

5. "Swimming schedule too limited (an hour too close to dinner, not too good). I leave with a good feeling for what I feel was accomplished, the organization and preparation for this conference and for the food and accommodations. A job well done.

6. "Why didn't we have a decent movie in town or on campus during the week?"

7. "The air-conditioning system left much to be desired."

8. "Beds are for girls, not men over 6 feet tall."

9. "Bless those Shakesperian Actresses."

10. "Too many changes (bumped off) in meeting rooms. Luncheons could have improved. Too much of same diet. Staff should have visited groups in sessions."

11. "Small item -- name tags with small type lose most of their value. The larger the better -- preferably with magic marker."

The following workshop questionnaire responses were solicited by asking the participant to write two things experienced during the workshop, they felt were were the most beneficial to them.

COMBINED AGENCY WORKSHOP
CEDAR CITY, UTAH
JUNE 21-25, 1971

Some of the objectives of the Workshop are listed below. Using the five point scale, indicate the degree of attainment of each of the objectives. (To be administered on the last day of the Workshop).

	Very Low	Low	Moder-ate	High	Very High
1. To increase understanding of the processes involved in planning adult training, education and employment programs for your area community.	1 (0)	2 (1)	3 (23)	4 (52)	5 (5)
2. To increase skills in determining the needs and wants for adult training, education and employment for your area community.	1 (0)	2 (6)	3 (39)	4 (34)	5 (2)
3. To increase ability to determine and express objectives for adult training, education, and employment programs for your area community.	1 (0)	2 (7)	3 (38)	4 (31)	5 (5)
4. To increase your ability to evaluate your community's area adult training, education and employment programs.	1 (1)	2 (12)	3 (39)	4 (26)	5 (3)
5. To develop application of the decision making processes to the evolvement of adult training, education, and employment programs in your area community.	1 (0)	2 (12)	3 (34)	4 (33)	5 (2)
6. To identify alternative programs in your area community for adult training, education and employment.	1 (0)	2 (17)	3 (42)	4 (20)	5 (2)
7. To have developed a coordinated, reasonable, and relevant implementation plan for your area community which will form the nucleus for a meaningful follow-up workshop at the area community level.	1 (3)	2 (11)	3 (38)	4 (25)	5 (4)

NOTE: The numbers in the parenthesis represent the tabulated number of responses from the workshop participants.

Workshop participants were also asked to write two things experienced during the workshop that they felt were least beneficial. Those written responses follow:

COMBINED AGENCY WORKSHOP
QUESTIONNAIRE

What two things were most beneficial for you in the Workshop?

Please indicate why these have been beneficial

1. Microville, illustrated in a meaningful way in approach to community planning.

2. Discussion groups helped understand more of other agencies' viewpoints.

3. Immediate feedback (typing up) of materials written by group recorders.

4. Microville has been very instrumental. Happy to see solutions to our problems.

5. Process of group development to function as a responsible group to get together and solve local problems.

6. Microville exercise was beneficial to increase a better understanding of the process in total community plan to meet the wants and needs.

7. Ability to work and develop coordinate planning effort with all manpower agnecies.

8. The five step plan was excellent. It gives you a complete procedure from philosophy to evaluation.

9. The importance of involving all agencies in the community. This avoids duplication and you get great support.

10. Community-link: helped me understand the process of better agency cooperation.

11. Just getting together with individuals and counter-parts from the different agencies across the state.

12. The formal and informal (after hours) discussions with other agencies staff. Exchange of ideas. Know the people better.

13. The group (small groups) discussions relative to planning and planning methods. The give and take aspect.

14. Surfacing some of the complexities that exist in state, regional and local organizations in Thursday morning session.

15. Clearing up some misunderstanding between local groups in our district session.

16. Group interaction with staff members of the different agencies.

17. Introduction to the needs and possibilities of community coordinated education for adults.

18. The interaction with other individuals and getting an understanding of their position. This is beneficial because it will help me better work with them.

19. The organization of the planning processes. This was beneficial in giving direction and meaning.

20. The opportunity to become aware of the increased need to cooperate as a community if were to meet needs.

21. The chance to get some real feedback from other professionals in the state.

22. Area groups; administrator of various agency were more specific to their objectives.

23. Panel group discussion. We were able to hear the objective of the state personnel.

24. The gathering of the upper echelon levels of the included agencies that have the authority to make long testing and long range effective decisions.

25. The decision to have follow-up meetings gives credibility and continuity to our aims.

26. Exchange of information

27. I have a better communication process to work with when I begin to work with area problems.

28. Microville game: To establish guidelines in developing a community adult program.

29. Area group meetings: To bring different agencies together to work on a common need.

30. Microville - developed an awareness of inter governmental agencies and a need for more communications.

31. Committee assignments - allowed the groups to work together in better solving community problems.

32. Commitment given by the department heads that their agencies would cooperate or heads would roll.

33. Microville exercise was very beneficial to me. It gave you a feel of the problems we're facing.

34. Microville - It was a simulation exercise that made you think.

35. Group sessions - meeting with other agencies to see the over-all problems of our community and other areas of Utah.

36. Some new sources and areas of training and education.

37. Building better friendships with other agency people.

38. Coming together with the representatives of the other agencies gave an opportunity for greater understanding.

39. To receive help in the evaluation of the needs of our communities thru mutual understanding of the problems.

40. That other agencies were concerned in adult education, and seemed to be very willing to cooperate in order to get the job done.

41. There was a working model (microville) that through its use gave a format that could help in mobilizing local communities.

42. Forced people to take time to really discuss problems as they relate to other programs.

43. The technique of Microville was valuable.

44. An opportunity to get acquainted with the staff in other agencies. It should enhance our cooperation in the future.

45. Knowledge of the planning process.

46. Knowledge gained of purpose of manpower planning council.

47. To increase the ability to assess the needs and wants of the community.

48. To determine resources that are available.

49. Meeting with my district people - This gave me an opportunity to learn of efforts in other counties and formed a basis for future cooperative efforts.

50. Joint agency discussions - provided a long needed beginning for real coordination of agency efforts.

51. Being able to discuss mutual problems with agency personnel.

52. Intermingling with people from other agencies. Better understanding of their operations.

53. Personal contact with co-workers. Better understanding.

54. To meet and get to know who the agencies personnel are, who to contact.

55. Group discussions with area representative.

56. Knowledge of planning process steps.

57. Recognition of the necessity of involvement.

58. The exposure to the Microville process of planning. It's a workable process in almost any setting and solving almost all problems.

59. Association and exchange of information with other individuals and agencies. It was a good way to learn others ideas and philosophies.

60. Meeting with colleagues in a coordinated effort to meet the needs of our respective clientele.

61. Attempting to establish an objective system for appraising and implementing a service delivery system.

62. Interaction with personnel from other agencies - promotes and fosters better working relationships.

63. Exploring and discussing the roles and services offered by other agencies.

64. Rubbing of elbows, with leaders from different agencies. Became aware of the contribution they could make.

65. Microville. Opened up some ideas for planning

66. Learning process for developing a community plan.

67. Become acquainted with other agency representatives.

68. Review the processes involved in C.O.

69. To learn of the real intent of the various agencies to work closely with each other in developing a workable program of action.

70. To be made aware of the extent of the past work of agencies in assisting persons needing help in training, schooling, and employment.

71. Meeting key individuals and learning relationships.

72. Getting a broader picture and legislation background.

73. The method of getting a more complete picture of community needs.

74. The state structure of the agencies involved in the workshop.

75. The Microville exercise good. A good plan for assessment and setting priorities.

76. The social aspect in becoming a closer working group.

77. Apparent spirit of cooperation among all concerned - give hope of some lasting results.

78. Established easier relationships with persons I need to work with in the future.

79. Gained better understanding of roles and outlook of key persons in other agencies.

80. Meeting people responsible for programs in other agencies.

81. Small groups in local areas. Working on a plan to implement back in our area.

82. Some more background on political decisions that have to be made in manpower training programs.

83. A better acquaintance with people with whom I work.

84. Planning an adult education program.

85. Because it meets the needs and wants of the people on the reservation.

86. Microville because of the experience with a definite process.

87. Meeting persons from my area and learning of their thinking because it helped structure my thinking.

88. Rapport established between agencies in the community planning process.

89. A better understanding of other agencies problems.

90. Microville process concerning strategy, definition of priorities of needs.

91. Direct involvement of policy makers with local planners.

92. Methods of gathering information needed to set up council.

93. Discussion of governmental levels of government.

94. Interchange of ideas re: manpower development. Not much opportunity to do this elsewhere.

95. Adapt group techniques to the specific problems of adult education.

96. Exchanging ideas, have never been able to get together to work for common goal.

97. The groups we were assigned. The interchange of ideas was real helpful and gave insights to problems not considered.

98. An opportunity to meet members of other agencies and get a better understanding of their problems.

99. Microville exercise.

100. Meeting state and local leaders. I thought it was great to get together.

101. Time to think about problems and do some planning.

102. The group processes and dynamics.

Planning for the follow-up workshops was an intricate part of the over-all workshop concept. In order to achieve a high degree of success it was felt necessary to obtain recommendations from the participants as to what they felt to be areas of concern that should be emphasized in their area/community follow-up workshop.

COMBINED AGENCY WORKSHOP
CEDAR CITY, UTAH
JUNE 21-25, 1971

QUESTIONNAIRE

What two things were least beneficial for you in the Workshop? Please indicate why these have been least beneficial.

1. The Microville game was covered too fast without enough orientation as to why we were doing it.

2. Although the philosophy had a carry over to our area, the rest of the game differed so much from our area.

3. Some reservations that the time and effort were misspent, as the people who should have been here weren't, and it will have to be totally redone.

4. With all the agencies and their "upper" echelon people in attendance, I would have liked to see more panels and interchange on real situations, rather than an academic exercise.

5. The role playing in the Microville game - the roles were not played and carried out as they were outlined we were too busy collecting information from the board.

6. Breaks were too long and not much time was spent by some of the groups.

7. Superficial role played - seemed like some people were playing games.

8. The superficial role playing assuming roles not familiar or comfortable.

9. The casual stance of the total plan, i.e., one hour work one half hour break, etc.

10. Group sessions needed more information about the specific task to be done.

11. General sessions were good but somewhere we needed more feed in information about the definite purpose or purposes of the conference.

12. I don't think there was anything that was not beneficial.

13. Microville exercise. I had already worked in many planning groups and feel I know something about the group process.

14. I am not a strong advocate of role playing.

15. No problems.

16. Workshop good.

17. The problem of politics getting involved in planning a program.

18. The manpower has no control over the political involvement in meeting the needs and wants of the people.

19. The food. I don't need the calories.

20. Microville - It appeared to be a glorified game of life. Should be more realistic.

21. General agencies would have had greater input.

22. The critique time was sometimes wasted because of lack of direction as to which way to go.

23. Some of the things talked about were irrelevant.

24. Some of the instruction and critique time was aimed at specific problems irrelevant to my needs.

25. Not enough time to work in small groups or local plan.

26. Microville - it wasn't worth it.

27. Reviews of process. What was said could have been said in any situation, and hence was not helpful.

28. None.

29. To an extent, the scope (for our district) was too limited. We needed to progress further.

30. The Microville exercise left me with mixed emotions.

31. These I can't identify.

32. The initial phase which included the hypothetical "game."

33. The mass of paper which was passed out.

34. The mass of paper which was passed out.

35. The initial phase which involved the hypothetical 'game."

36. Instructions by others than professors.

37. Lack of top bran from some agencies. Directions must come down.

38. No representation from some areas.

39. Some phases of the Microville exercise.

40. Not having some of the organizations represented at the conference.

41. The actual gaming of the Microville exercise was not well handled.

42. Waste of time for lack of direction in the Microville study and confusion in instructions during the rest of the work.

43. Should have closer or better defined lines on what should be done.

44. Some of the lectures of organizational and agency functions.

45. Thursday session was just a little long. I think some pertinent reports could have been given from each group on what will be discussed on Friday morning.

46. I think some of the groups quickly slapped an idea or two and blew the day.

47. Not enough time for Microville.

48. Not enough time for discussion.

49. Trying to apply communi-link to my community, when the power structure was not present.

50. The Microville exercise and the assumption of another identity. This reduced the planning effectiveness.

51. The lack of Utah planning data that could be used. This came about because the participants were not prepared by bringing usable data with them.

52. Too much time in Microville gathering information from boards, too slow and inadequate information. More emphasis on concepts would have been more helpful.

53. Better cross-representation from agencies would have been better. Should be a must when using time of a larger group.

54. Most phases of Microville - too much effort for too little results. (Biased because of planning knowledge).

55. Lack of previous knowledge of workshop and limited preparation.

56. Area group meeting which were asked to go beyond developing a method of assessing needs not realistic with informality of workshop.

57. Acting as the group recorder -- less time to be involved in the group.

58. The small groups got bogged down a number of times and this seems to be a weakness of committees.

59. Some of the discussion in the General Session was irrelevant.

60. The implementation - those who are now involved don't want to change; the others don't know enough.

61. Microville was much too short a time to get full benefits.

62. The length of the simulation: an activist already has the training in real-life situations which the simulation teaches

63. Not enough agencies were included: model cities, CAP, etc.

64. The process I went through of "securing information in Microville."

65. The absence of Education people as resource in our group.

66. It wasn't a realistic way of getting information in Microville.

67. In planning for community needs and wants education people are a valuable resource.

68. General meetings; had to listen to different community problems.

69. Did not find any other community programs that work.

70. Oral reports from each area. I am not concerned about everybody's petty problems.

71. Continued questions relating to individual problems which have nothing to do with the group.

72. Long and boring talk during the general sessions.

73. Some reports were not clear

74. Lack of leadership in how to write objectives, etc. Should have been more guidelines - more specific.

75. Lack of sufficient evening activity.

76. Not having greater participation of the community people information for planning (such as campus staff)

77. The Microville exercise was interesting but should be eliminated or given more time for development.

78. The last day.

79. I believe the conference was too long. People were ready to go home Thursday morning.

80. Microville did not emphasis enough the power structure which we are forced to deal with.

81. Not enough direct instructions in the Microville experience.

82. Too much time used in Microville experience.

83. Exercise was not directly related to camps program.

84. Too long.

85. Time used. Material could have been covered in 3 days.

86. The first print out was hard to follow, too crowded.

87. The Microville exercise was too hurried.

88. Acutal planning - not any decision making persons present.

89. Regional planning - all essential agencies were not present.

90. It was not possible to do the community contacts to obtain essential data.

91. I feel that the workshop was too long and that it became less meaningful during the last 2 days.

92. The S.L.C. groups were too large.

93. No negative feelings.

94. Too much time devoted to writing up exact assignments. Stiffled creativity of discussion.

95. Most of the written work seemed rather superficial. (I did, however, enjoy the small group discussions and give and take).

96. Numerous small group meetings.

97. Microville game.

98. I failed to see the need of the card game of Microville - the rest was good but this is where our committee broke down.

99. To have assigned roles in Microville experience and then not being able to play the role.

100. Objectives determination - there are better ways to teach this.

101. Determining wants and needs - there are better ways here also.

102. Some lack of information as how to proceed at the beginning.

103. Getting to know those with whom we work, both within and without the agency on a better more out-of-their role basis.

104. Informal chance for discussion -- don't normally have that luxury.

105. Chance to involve persons not usually involved in manpower planning.

106. Interagency and interpersonal relationships with all who attended the workshop because we were able to work through a greater understanding of each others problems and concerns.

107. Microville exercise because it quickly helped us through a process and provided role playing which assists any group in getting started.

108. Opportunity to exchange ideas with individuals from other agencies. Learning about the interworking of those agencies.

109. Microville, which helped to provide an organized approach to community planning.

110. The learning of the roles of the various agencies as they apply to adult education. The understanding prior was little.

111. The exposure to fed-state involvement in adult ed. and their problems as they apply their programs on local levels.

112. Getting better information relative to other agency information and areas of involvement.

113. Finding out who was willing to cooperate--also where there might be some reluctance.

114. Getting better acquainted with other agencies roles. Knowing more where to go and who to go to when developing and implementing plans.

115. Getting to know people in other agencies and learning what needs and resources are available. Especially good to get to know educators. They are a pretty aloof bunch.

116. An opportunity to get to know on a more personal basis those with whom I will be involved.

117. An awareness that we have to be involved together if we expect to accomplish desired objectives.

118. Seeing group work in action.

119. Getting to know the other people at the workshop.

120. Meeting people that can help in the future with adult ed. problems. Interchange of ideas and procedures.

121. Getting acquainted with state and federal procedure in writing programs.

122. The forming of a local plan. We ran into a confusion of ideas and failed to come up with a clear philosophy.

123. Too much food. I gained too many pounds.

124. Time insufficient to do job as outlined - both in the Microville game and the back-home portion.

125. Facilitators, if they had been so assigned would have been most helpful in 2d portion. (Microville process not yet ready to be used without help).

126. Microville gaming. I have done so much group work that it isn't all that hard to address the planning issues.

127. Excessive small group exercises defining such things as goals, objectives, etc.

COMBINED AGENCY WORKSHOP
CEDAR CITY
JUNE 21-25, 1971

QUESTIONNAIRE

In anticipation of the follow-up workshop to be conducted in your ares community, please indicate areas on concern which should be emphasized. These may be areas that were not adequately covered in the Cedar City Workshop.

1. Cooperative effort between geographical areas in the Bear River District. Getting School District and Counties and university to cooperate.

2. A need to inform local governments of their obligation in handling unemployment within their own communities by seeking help from agencies already in the work.

3. Getting Davis and Morgan counties involved.

4. Strengthening the organization we already have.

5. In Cedar City, I felt many were not there who should have been. I hope that in the planned meeting in Salt Lake, for August, they will be more keenly aware of their responsibilities.

6. I think those involved in designing the Microville game could have benefited from remaining and observing the results of their labors in the subsequent meetings.

7. How to get proper input into existing committees without "bulling" our way in.

8. How to get education interested in agency needs and then get funding commitment from them.

9. Not adequately covered was the process of gaining recognition for such a council as was proposed. To simply arrive with a statement that we now have all the answers is not going to be enough, and to my mind, may create more animosity than willingness to help.

10. Area of government organization - for multi-county area.

11. The same need will exist for training participants in problems solving Microville would be helpful.

12. Provide an evaluation for each group to facilitate modification of approach when indicated.

13. The same needs seem to be present as were in the Microville exercise.

14. The directions were not clear and we floundered - may have been necessary in this type experience.

15. Community Manpower planning is not going to work unless the heads of each agency give it full hearted support. This was not true at this workshop.

16. I am afraid the Microville process will be modified to the point it loses much possible effect.

17. Need more data on target population.

18. Am afraid no action will be taken. Needs to be a good system to pressure participation in local areas.

19. How to get all the people who should be represented without assembling a group so large it is unmanageable.

20. How to coordinate the efforts of the groups that will be formed and assembled the output into something meaningful.

21. Involvement of a greater number of disciplines meeting around a common problem.

22. Priority evaluation of community problems, with the individuals in the community with the authority to deal with priority problems in attendance.

23. The democratic process of selecting committees.

24. The power structure among the various agencies. The people we serve should be our utmost concern.

25. I am concerned about the council of govt' and who and how they are appointed. Who has responsibility for the initiation of the manpower project and how I can be of benefit to the total program.

26. Defining of needs and wants in particular district.

27. Availability of agency and financial resources.

28. Follow-up what has been done with the projected plan made here.

29. Involve some of the other agency people in our areas who were not invited or who did not make it to Cedar City.

30. Cooperation of implementing the program, funding

31. How to gather all information needed from community.

32. Getting proper organization without being too heavy.

33. Need of cooperation and representation.

34. How to get non-agency power structure to attend.

35. The concern that all major agencies are really interested in cooperating and working together, not paying lip service to planning but intensely interested in bringing better services to the people of Utah.

36. Additional information about each area.

37. Requests, before conference, for each agency to bring meaningful information.

38. Better instruction on how to coordinate and plan.

39. More specific problems areas in the community.

40. More specific problem areas in the Community.

41. Policy from on high must be favorable to the concept from all agencies.

42. Area jealousies and apathies are bound to create problems.

43. What federal funding could be applied for and what specific parts of an application could be started.

44. What advanced planning or long-range planning could be made.

45. Method in approach to involving community leaders.

46. Making the need for participation relevant to the individual invited to the meeting.

47. We should involve county council of Govt.

48. Have the individuals who are actually involved in community training.

49. Relate all planning exercises to final situation, statistics, etc.

50. Include state office participation so Govt. state offices keep informed.

51. The involvement of the client groups in the planning process - all agency, no clients.

52. In involving the clients, the communication gap between professional and client, spansih and Anglo; the paranoia the two have.

53. We have a power structure in our community and I am not saying how much cooperation we will get.

54. I fear that the following up will not continue after the state withdraws support.

55. We need to have the word from the top man of each agency in the area giving a picture (over all) of their specific responsibility - staff, etc., long-range planning for the future and immediate problems.

56. Their ideas for how we can work together are needed. We need involvement of county and city officials - also feed-in from the people who these agencies serve.

57. Establishment of objectives and needs from the various agencies within our community.

58. Submission of programs for the coming years.

59. Recruitment. How can we get adults into a classroom and keep them there?

60. Establishment of priorities, each agency thinks their problems ought to be on top of the list.

61. Motivation of people who need help.

62. How complete process was used to determine need and characteristics of those in need in the community.

63. The actual discussuion of the needs is already known by participants in each community to get a more meaningful feeling if agency personnel feelings and beliefs about welfare, recipients, etc. The inclusion of community people at a working level.

64. A larger presentation from other agencies or representative of the area communities.

65. The need to emphasize the coordination of efforts current resources.

66. This then will follow for extended programs.

67. Stress local concern.

68. Develop more structure in working with political unit.

69. I am not a member of either community groups I attended but groups seemed to have covered most areas of concern.

70. Lack of Key representation from all agencies will require follow up to make sure all agencies key staff in all local areas have a common understanding and deisre to cooperate.

71. The actual developing of a vehicle that will permit objective planning. Establishing a workable - participating committee.

72. The confusion in the areas as to size (geographic) and the current multiplicity of committees now functioning and how the planning can be developed within these committees.

73. Working with and forming the area or district council.

74. Working for learning and team work.

75. Area of more employment opportunities for our WIN enrollees.

76. And special Adult Education to help cope with changes.

77. Definite identification, with objective data, of target groups to be worked; establishment of measurable objectives.

78. Need to have all agencies and organization represented - this was not so in Cedar. It is different to plan for someone else.

79. Who is to assure the leadership in local areas.

80. Funding and how this is to be done.

81. Is there going to be too much bureaucracy and red tape that will bog things down?

82. More representation from our area.

83. Agreement on Priorities.

84. Using past work and experiences, not starting work Fabula Posa.

85. Objectives and needs of various agencies in the community.

86. Establish needs and priorities and implementation of the program.

87. Discussion making person's present.

88. A total realization of the necessity or need for cooperative planning.

89. How to get support from key leaders.

90. Involving the total community.

91. Better Agency understanding at top levels before passing down.

92. An outline of the manpower council duties organization and responsibilities.

93. Means to develop a coordinated and cooperative effort in Adult Education in small communities which must compete with large centers for funds.

94. Needs and wants of the community.

95. Resources available.

96. To get all agencies informed, involved, and committees to the intent of the workshop.

97. To develop a concerned program and have it instigated with full support and backing of all the agencies.

98. Employment opportunity.

99. Some help in budgeting.

100. Some help in materials available, maybe a display.

101. Selection of Key figures that have specific roles in relation to coordinating and planning services with other agencies.

102. Selection of a chairman who has a sincere interest to develop a workable plan and less concern about golf and other social activities.

103. To develop a workable plan step by step.

104. The implementation of the plan. This will require tact and good common sense.

105. There will be a need for some additional personal support from top officers in the various agencies when meetings are held.

106. Legislative background. Getting the "responsible" people represented including heads.

107. Specific directions so follow up will be assured.

108. Broaden representation of participants, and make sure dept heads and decision makers are present.

109. By making work assignments less academic and skipping game playing, it could be handled in 2 1/2 days and be just as productive.

110. Definite clarification (or Definition) at outset of scope and limitations intended by adult education, trying and vocational much time spent trying to do this.

Upon completion of the evaluation activities several of the individuals involved in the planning and organization of the Combined Agency Workshop participated in a live radio program carried by station KSUB, Cedar City. Those on this program were: Brent Gubler, Utah State Board of Education; Harvey Hirschi, Utah State Board of Education; Curtis Harding, Utah Department of Employment Security; Heber Mehr, Utah Department of Family Services; and Burt Carlson, Utah Manpower Council. This broadcast was a follow-up on other statewide publicity relating to the workshop.[4]

Dr. Vaughn L. Hall, Deputy Superintendent for Adult, Vocational, and Rehabilitation Services, Utah State Board of Education, emphasized the importance of the work in which the various agencies are engaged and the necessity for cooperative efforts. The workshop concluded with Emery Morelli, Utah Department of Employment Security, encouraging all area/community groups to arrange meetings as soon as possible for the purpose of preparing for the follow-up local workshops.

Follow-Up Activities

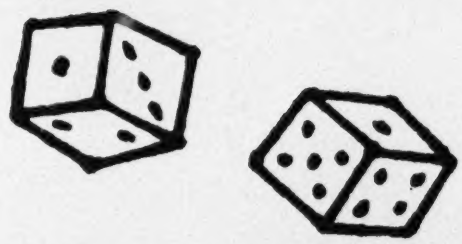
The Utah State Board of Education, Division of Adult Ed. and Training, coordinating with appropriate area/community leaders, will conduct follow-up workshops to plan, implement, and evaluate cooperative mulit-agency adult education and training programs.

The objectives of these workshops are: (1) Assist area/community groups to answer some of the questions they identified during the Cedar City Workshop. (2) Determine whether the plan developed at the workshop is being implemented, and if not, why. (3) Testing the practicality of the criteria and plans developed at the workshop for identifying adult education and training needs.

It is the desire and hopw of all those involved in planning the workshop and follow-up activities that communications linkages will be kept active among the individuals and groups responsible for area/community adult training, education and employment programming. The agencies and individuals involved in the Cedar Workshop are committed to the above objectives.

EXHIBIT A

'MICROVILLE'



**A Simulation-Gaming Device
Designed To Instruct Leaders Of Adult Education In The
Community-Wide Program Development Processes**

by

John C. Snider
Colorado State University

and

Wayne L. Schroeder
Florida State University

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July, 1970

EXHIBIT B

COMBINED AGENCY WORKSHOP
CEDAR CITY, UTAH
June 21-25, 1971

During the past two months, the following government agencies have planned a combined agency workshop to be conducted at Southern Utah State College, Cedar City, Utah, during the week of June 21-25, 1971.

The main assumption underlying this workshop is that coordinated planning and programming for adult training, education and employment is required. Therefore, the leadership of these agencies have agreed to support the development of coordinated action plans at both the state and local levels in the following manner:

1. Development at the June 21-25, 1971, workshop coordinated adult training, education and employment implementation plans (area) which will form the nuclei for follow-up workshops. These follow-up area workshops will be conducted periodically for the purpose of establishing a viable local planning and implementation mechaism.

2. Each agency will designate and assign personnel with responsibility, time and resources to provide leadership on a multi-agency team which will conduct follow-up area planning workshops periodically throughout the year.

3. The above multi-agency team is charged to work with local agency/community personnel to assure the development of coordinated local plans. These area plans will form the nuclei for the formulation of coordinated state agency plans and the allocation of state agency resources.

Utah State Board of Education

Department of Employment Security

Department of Social Services

Utah Manpower Planning Council

COMBINED AGENCY WORKSHOP
CEDAR CITY, UTAH
June 21-25, 1971

June 20, 1971 Sunday	6:00 p.m. to 10:00 p.m.	REGISTRATION
June 21, 1971 Monday	8:00 a.m.	General Session: Welcome to the Conference Workshop Administrators, Cooperating State Agencies Welcome to Microville Dr. James Kincaid, Colorado State University Introduction to Community-Wide Programming Processes Dr. John Snider, Colorado State University
	9:30 a.m.	BREAK
	10:00 a.m.	Exploring Community-Wide Programming Processes
	12:00 a.m.	LUNCH
	1:15 p.m.	Exploring Community-Wide Programming Processes, continued.
	5:00 p.m.	Close Microville for the day.

June 22, 1971 Tuesday	8:00 a.m.	Exploring Community-Wide Programming Processes, continued.
	12:00 a.m.	LUNCH
	1:15 p.m.	General Session: Panel critique of Microville concepts and experiences relative to strengths and weaknesses of planning processes and small group plans. Panel Members: Dr. James Kincaid Dr. John Snider Dr. Alton Hadlock, University of Utah
	2:15 p.m.	BREAK
	2:45 p.m.	General Session: Assignment to nine area groups (local community/area planning groups) and instruction for next activity.
	3:00 p.m.	Area Group Activity: Get acquainted and select a group leader and recorder for the purposes of organization and recording conclusions of the group activities. Area Group Activity: Discuss: "What Application Does the Microville Exercise (concepts and experiences) Have For Our Community?" Assignment: Prepare a concisely written statement relative to the applicability of the Microville exercise to our community and agencies. This statement should be submitted to the workshop staff by 5:00 p.m.
	5:00 p.m.	Break for the day.
June 23, 1971 Wednesday	8:00 a.m.	General Session: Panel critique and review of Microville applicability statements. Panel Members: Dr. James Kincaid and Dr. Alton Hadlock.

June 23, 1971, continued
Wednesday

Area Group Activity:
Each group should discuss and prepare a concisely written statement relative to: Priority of Community Needs and Services Pertaining to Adult Training, Education, and Employment.

a. Identify the target populations in need of community services;
b. Identify community resources for meeting those needs.

Responsibility: Each group should be prepared to present orally and in writing, a report to the General Session concerning items (a) and (b) above.

9:30 a.m. BREAK

10:00 a.m. General Session:
Area groups present five minute reports on Priority of Community Needs and Services Relative to Adult Training, Education, and Employment.

11:00 a.m. General Session:
State Multi-Agency and/or Office presentations and panel discussions.

Division of Rehabilitation Services:
Dr. Harvey C. Hirschi, Administrator
Division of Adult Education and Training:
Dr. Avard Rigby, Administrator
Utah Manpower Council:
Mr. Burton L. Carlson, Deputy Executive Dir.
Department of Employment Security:
Mr. Theodore R. Maughan, State Director
Division of Family Services:
Mr. Heber Mehr, State Field Representative

Topic: "Priority of Agency and/or Office Services."
a. Agency target populations to be served.
b. Agency services and/or resources available for target populations.

June 23, 1971, continued.
Wednesday

Note: This topic should be discussed from an adult training, education and employment standpoint.

12:00 a.m. LUNCH

1:15 p.m. General Session:
Topic instructions to area groups. Each group should prepare a written strategy for the identification of wants and needs of their community relative to adult training, education and employment.

Area Group Activity:
Topic: Discuss and prepare a written strategy for identifying wants and needs of your community relative to training, education and employment. Each group should be prepared to give a five minute report on conclusions.

2:30 p.m. BREAK

3:00 p.m. General Session:
Each area group will present a five minute oral and written report relative to strategy to be used in their community for identifying training, education and employment wants and needs of specified target populations.

General Session:
Panel and group critique of the proposed strategies for identifying training, education, and employment wants and needs of the community target populations.

5:00 p.m. Break for evening activities.

6:30 p.m. Steak Fry
College Cabin, Cedar Canyon.

June 24, 1971 Thursday	8:00 a.m.	General Session Instructions to area groups. Prepare a criterion system for assigning training, education and employment priorities to the identified wants and needs of your community. Area Groups: Prepare a criterion system in writing for assigning training, education, and employment priorities to the identified wants and needs of your community. Each group should be prepared to give a five minute report on conclusions.
	9:15 a.m.	BREAK
	9:45 a.m.	General Session: Each area group will present a five minute oral and written report relative to the criterion system developed for assigning training, education, and employment priorities to the identified wants and needs of their community. Area Groups: Using the above developed criterion system, each group will prepare in writing attainable and measurable training, education and employment objectives. These objectives will be prioritized and incorporate the following: Target Populations Identified; Community Needs and Wants Assessments; and Agency Roles and Resources.
	12:00 a.m.	LUNCH
	1:15 p.m.	Area Groups: Continuation of the 9:45 a.m. to 12:00 a.m. area group discussions.
	2:00 p.m.	General Session: Each area will present a report on the group's attainable, measurable, and prioritized objectives for training, education, and employment.

June 24, 1971, continued
Thursday

3:00 p.m. BREAK

3:30 p.m. Area Groups:
Each area group will further refine their adult training, education, and employment objectives. Each group will commence to incorporate these objectives into a community implementation plan. This plan should include a consideration of the following areas: target groups to be served; a multi-agency planning committee; community agency roles, commitments and responsibilities; number of individuals to be served by service area; duration, length and content of each service program; community agency resource commitments and budgets, and clearly stated obtainable and measurable objectives for training, education, and employment.

Note: Program specialists from the several state agencies will be available to discuss and clarify questions concerning each area group plan on invitation.

5:00 p.m. Break for the day.

June 25, 1971
Friday

8:00 a.m. General Session:
Workshop Evaluation Activity

8:30 a.m. Area Group Activity:
Area groups will continue to refine their adult training, education and employment plans.

11:00 a.m. General Session:
State Agency Administrators comment and react to the Cedar City Workshop plans and area/community follow-up workshops.

12:00 a.m. Combined Agency Workshop concluded.

NOTE: Each area group is requested to submit, prior to leaving Cedar City, a copy of their cooperative, multi-agency adult training, education and employment area/community plan. This plan will form the nucelus for program implementation and follow-up area/community workshops.

EXHIBIT C

UTAH STATE BOARD OF EDUCATION

1400 UNIVERSITY CLUB BUILDING, 136 EAST SOUTH TEMPLE STREET
SALT LAKE CITY, UTAH 84111

WALTER D. TALBOT, STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

June 9, 1971

Dear Workshop Participant:

This office appreciates your commitment to attend the Combined Agency Workshop to be conducted at the Southern Utah State College, Cedar City, June 21-25, 1971.

Reimbursement will be on a per diem basis. Each public school employee and participant will be reimbursed at the rate of $16.00 per day for six days. Travel will be at the rate of 10¢ per mile for one car per district. Upon completion of the Workshop, warrants of reimbursement will be sent from the State Department of Finance directly to the workshop participant. This will necessitate your providing me with per diem, travel, address, etc., information at the conclusion of the workshop.

Housing facilities at the college will be officially available beginning Sunday night, June 20, through Thursday night, June 25, and for those desiring not to drive home Friday night, facilities can be made available for Friday night, June 25. However, these arrangements should be made with the housing director.

Normal workshop eating arrangements will be provided beginning Monday morning at 7:00 a.m. through Friday noon, June 25. However, the Friday evening dinner meal can be purchased at the cafeteria cash register at the regular workshop price of approximately $1.35.

VAUGHN L. HALL, Deputy Superintendent
Office of Adult, Vocational, and Rehabilitation Services

AVARD A. RIGBY, Administrator
Division of Adult Education and Training
Telephone (801) 328 5574

June 9, 1971

Registration for the Workshop will be in Juniper Hall Lobby, Sunday evening from 6:00 p.m. to 10:00 p.m. (June 20). Juniper Hall is located at 450 West 200 South. The specific location of the Workshop will be announced at the registration desk. The first general session of the Workshop starts promptly at 8:00 a.m. on Monday morning. Breakfast will be served in the cafeteria beginning at 7:00 a.m.

Individuals may register for two or three credit hours with the University of Utah. The registration costs for two credit hours is $34.00, and for three credit hours, $47.00. The course is Educational Administration 652, Field Studies in Educational Administration-Workshop in Adult Education. Those wanting to enroll in this course should be prepared Sunday evening, June 20, to pay the registration fee or have a written commitment that the agency will fee.

The costs and facilities for the Workshop are as follows:

Food Service: Monday breakfast, June 21, through Friday lunch, June 25, ...$16.15 per person.

Housing in Juniper Hall Sunday evening through Friday morning, 5 nights .....$18.75 per person.

Housing in Manzanita Court: (Apartments are limited. First registrations will be honored until limit is reached.)

one person per apartment	$6.00 per person per day
two persons per apartment	$5.00 per person per day
three persons per apartment	$3.75 per person per day
four persons per apartment	$3.25 per person per day
five persons per apartment	$2.75 per person per day
six persons per apartment	$2.50 per person per day

Recreation Facilities Available for Your Use:

Swimming, Steam Room, Hand Ball Court, Gym and Exercise Room
6:00 a.m. to 7:00 p.m. Monday
6:30 a.m. to 8:00 p.m. Tuesday
6:30 a.m. to 8:00 p.m. Thursday

Note: Ladies desiring to swim are required to wear bathing caps. Towel service will be provided for everyone.

June 9, 1971

Dress: Casual dress is recommended. Please bring a sweater or jacket for evening weather.

Steak Fry: Be prepared for a Steak Fry, Wednesday evening, June 23. The Fry will be at the College cabin, located eight miles up Cedar Canyon. The Steak Fry will cost $1.65 extra, per person.

This office and the Workshop staff shall be looking forward to meeting and working with you during the week of June 21, 1971. If you have further questions, please call or ask them at the registration desk.

Sincerely,

Brent H. Gubler

Brent H. Gubler, Coordinator
General Adult Education

'Microville' Opens At SUSC Workshop

CEDAR CITY — "Microville," a simulated city with all the problems of a real community, will feature a Combined Government Agency Workshop which began here on Southern Utah State College campus today and continues through Friday.

The workshop is intended to help planners meet community "adult training, education and employment needs," according to Dr. Brent Gubler coordinator of adult education for the State Board of Education.

Besides Cedar City, Price, San Juan, St. George, Provo, Salt Lake City, Ogden, Box Elder, Uintah Basin and Sevier Valley areas will be represented. Representatives from various departments of state government, including Social Services, Employment Security, Rehabilitation, Adult Education and Training and the staff of the Governor's Manpower Training Council will attend.

The Ute and Navajo Indian tribes will be represented as will selected colleges.

Delegates first will view problems in the simulated "Microville" setting. They then will transfer the concerns to their own communities. Follow up and evaluation phases of the program will be conducted in the respective communities.

It is anticipated, Gubler said, that a technical advisory team will visit each community to help local planners develop follow-up activities.

The "Microville" approach to solving community problems is being used in nine western states. It is funded by the federal Adult Education Act.

DESERET NEWS, Monday, June 21, 1971 B 3

LOCAL LEVEL

"Our goal is to have more of the adult education programs and ideas begin at the local level rather than for all of them to filter down from above," Gubler said.

Last year a more limited workshop program involving only boards of education and the State Employment Security Office was attempted. Next year, according to Gubler, regional workshops under actual community condifigns are anticipated.

UNIQUE APPROACH

In addition to the simulations, where participants are assigned roles and situations in mythical Microville, workshop members use the "Microville" approach to understand their own communities' problems with adult education.

Phases three and four of the four-part program involve further study and implementation of the new concepts in local communities after the workshop sessions.

The workshop participants represent nearly every geographical area of Utah, officials pointed out. Both rural and urban populations and problems are being studied.

It's Nice Place To Visit!

By JIM ROBINSON
Deseret News Staff Writer

MICROVILLE, UTAH — Don't look on your maps — this town doesn't really exist. But its enormous problems revolving around lack of adult education, training and employment opportunities certainly do.

Microville is one of the "games" 102 persons are playing at a workshop on adult education being sponsored by the Utah State Board of Education and hosted by Southern Utah State College at Cedar City.

SOLVE PROBLEMS

Simulation games like "Microville," have been used at the week-long workshop which concludes Friday, to help people locate and solve real problems relating to disadvantaged adults.

"The thrust of the workshop is to create a situation where local communities and areas can find their local problems and contact those agencies which can individually or cooperatively solve them," said Dr. Brent Gubler, board of education adult education coordinator.

'Microville' may solve Utah city problems

Using the "Microville" approach, representatives of state departments of social services, employment security, rehabilitation services, and adult education and training are meeting at Southern Utah State College this week for a workshop sponsored by the Utah State Board of Education.

According to Dr. Brent Gubler, workshop coordinator, the Microville plan is an exercise in which participants attempt to develop model programs for whatever situation they are attempting to improve. In this case, those attending the SUSC workshop will spend two days in designing programs for adult education training and employment, during which time they will establish a priority of needs for a hypothetical community.

During the remaining three days of the workshop, participants will apply the steps used in solving Microville's problems to their own communities. Representatives are attending from Salt Lake City, Ogden, Provo, Price, St. George, Cedar City, San Juan County, Box Elder County, Uintah Basin, and Sevier Valley. Other participants are staff members of the Governor's Manpower Planning Council and delegates from selected colleges and the Ute and Navajo Indian tribes.

Dr. Gubler said those attending the workshop will do the follow-up work and evaluation of the workshop in their own communities. He said it is anticipated that a technical advisory team from participating state agencies will visit the communities and assist in evaluation of the workshop's results.

The Microville plan, used in western states, is funded by the federal Adult Education Act.

ERIC Clearinghouse
EXHIBIT D
JUN 12 1972
on Adult Education